DOCUMENT RESUME

ED 244 033 UD 023 576

TITLE	Urban Studies: A Social Studies Option for High Schools. Curriculum No. 00-406040.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO	ISBN-0-88315-466-8
PUB DATE	82
NOTE	171p.
AVAILABLE FROM	Public Sales Office, New York City Board of Education, Room 136, 110 Livingston Street, Brooklyn, New York 11201 ($5.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Civics; Curriculum Guides; Secondary Education; Social Studies; *Student Participation; Units of Study; *Urban Environment; *Urban Studies
IDENTIFIERS	*New York (New York)

ABSTRACT

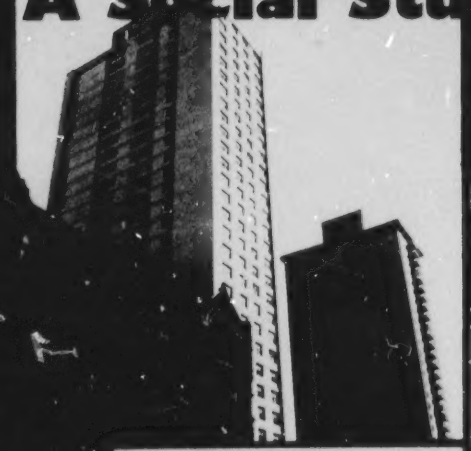
This guide presents seven units of study for secondary level social studies classes learning about New York City. The curriculum is designed to encourage students' active participation in, rather than passive observation of, their urban environment. Therefore, the various activities presented require students to investigate their own community's physical environment, the people who live there, its social and cultural characteristics, and its economic and political structure. The units include (I) Defining a City; (II) The Physical Environment; (III) The People; (IV) The Economy; (V) The Public Policy-Making Machinery; (VI) Cultural Activities; and (VII) Urban Involvement. Within each unit, activities are described and their relation to the development of particular skills and the fulfillment of educational objectives is explained. Content descriptions and lists of resources for teachers are also provided. The guide is designed to be used with secondary students of all levels. Teachers can select activities and assignments according to their students' abilities and interests. (GC)

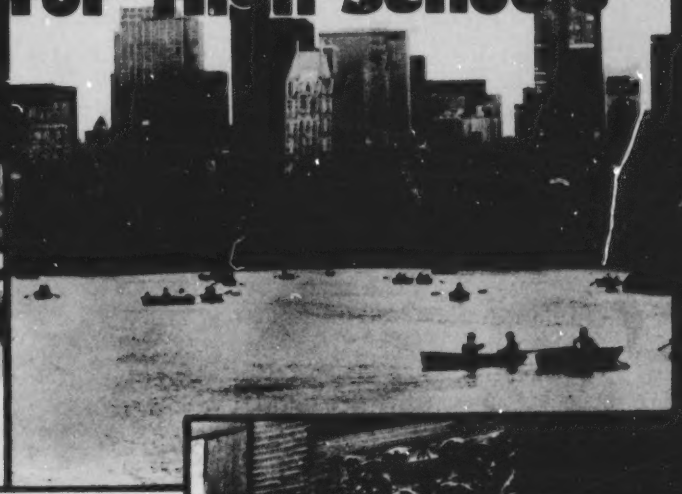
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

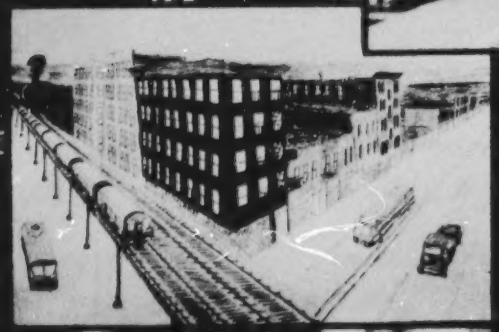
ED244033

URBAN STUDIES

A Social Stu for High Schools







"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

T K Minter
NYC Bd of Ed

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD023576

NEW YORK CITY BOARD OF EDUCATION

Joseph G. Barkan, *President*
Amelia H. Ashe, *Vice President*

Stephen R. Franse
Irene Impellizzeri
Marjorie A. Lewis
Miguel O. Martinez
James F. Regan

Frank J. Macchiarola, *Chancellor*
Richard F. Halverson, *Deputy Chancellor*
Thomas K. Minter, *Deputy Chancellor for Instruction*

Charlotte Frank, *Executive Director*
Division of Curriculum and Instruction

Nathan Quinones, *Executive Director*
Division of High Schools

©Copyright 1982 by the Board of Education of the City of New York.
Application for permission to reprint any section of this materials should be made to the Chancellor, 110 Livingston Street, Brooklyn, New York, 11201. Reprint of any section of this material shall carry the line, "Reprinted from *Urban Studies: A High School Option* by permission of the Board of Education of the City of New York.

New York City Public Schools should order additional copies of this publication from the Bureau of Supplies. Curriculum Publication No. 00-406040.

Copies of this publication may be purchased by outside agencies from: Publication Sales Office, New York City Board of Education, Room 136, 110 Livingston Street, Brooklyn, New York. 11201. Checks should be made payable to "Curriculum Publications."

Price: $5.00

FOREWORD

New York City once served as a magnet to draw people from different parts of the nation and the world. Traditionally New York offered its people the good life—numerous job opportunities, cultural attractions and, most important, freedom to pursue their own dreams.

At present this view of our city has changed as neighborhoods have deteriorated, employment opportunities have decreased, and public fiscal stringency has become the rule. The developers of this curriculum hope to demonstrate that despite these recent reverses the promise of the city remains.

To meet the challenge of the present crisis, the public and private sectors of New York City have mobilized their capabilities for constructive action on the economic, political and educational fronts. In education, small and large businesses and professional organizations work closely with the Board of Education on educational and employment experiences outside the school room. An urban studies course for secondary school students provides the means for a vast expansion of contructive interaction between the public school system and the private and public sectors of our city. Almost all high school students can be included in jointly sponsored projects, and community-based learning opportunities.

If New York City is to experience an urban renaissance, today's students must become tomorrow's active residents, rather than passive observers or out-migrants who enrich the rest of the nation when they move away. If New York City is to continue as a great urban center, our schools must provide students with the knowledge and skills necessary to intervene in their complex environment. The students' confidence in their ability to be active participants in the affairs of our city must be increased so that each can say, "I can make a difference; I want to stay in New York; I know the opportunities that are here," rather than what is often heard now, "It doesn't matter what I think or do; I'm not staying in New York."

The goals of this curriculum require that instruction go beyond the four walls of the classroom. Reading and discussion in the classroom are insufficient preparation for participation in urban life. The urban studies classroom must include both the everyday settings outside of school, where issues are confronted, and the classroom, where reference tools and analytic skills of intervention are developed. The urban studies classroom must be a place in which students are afforded the opportunities to participate in the processes of change. This course will enable young people to learn about our city through active participation in every aspect of its life.

Charlotte Frank, *Executive Director*
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

This curriculum publication, *Urban Studies: A High School Option*, was prepared as a joint project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, and the Division of High Schools, Nathan Quinones, Executive Director.

Florence Jackson, former Director of the Social Studies Unit, initiated the project, and with Dr. Morris Freedman, Director, Office of Curriculum Development and Support, provided overall supervision.

Albert Post, formerly Assistant Director of Social Studies, guided the project and provided extensive editorial assistance.

The teachers and supervisors of Social Studies responsible for developing this experimental edition are:

—Jack Cohen, Teacher, Murry Bergtraum High School
—Norman Fisher, Assistant Principal, Edward R. Murrow High School
—Jane Leon, Teacher of English, Walton High School
—Leonard Leon, Teacher, Walton High School
—Harold Matthes, Teacher, Curtis High School
—Ethel A. Mazel, Teacher, Morris High School
—Frank McDermott, Teacher, Newtown High School
—Alasdair McMullan, Assistant Principal, Newtown High School
—John V. Mooney, Jr., Assistant Principal, Morris High School

Grateful acknowledgment is made to the National Humanities Faculty, Dr. Edward DeLattre, Director, for providing a grant to the New York City School District for the purpose of initiating an Urban Studies program in the high schools. The National Humanities Faculty grant and funds provided by the Division of High Schools for staff development and by the Division of Curriculum and Instruction for curriculum development made possible the preparation of the bulletin.

Special thanks are extended to Dr. Lawrence Susskind, Chairperson, Urban Studies Department, Massachusetts Institute of Technology, who serves as the National Humanities Faculty Advisor to the New York City Urban Studies Project. Dr. Susskind

guided the conceptualization, design and content of this publication. Doreen Nelson, Director, City Building Project, contributed editorial advice and assistance.

Educators and community leaders who served on the Urban Studies Steering Committee and the Social Studies Standing Committee, Curriculum Sub-committee, provided extremely valuable comments, criticism and suggestions.

The contributions of the staff of the Office of Curriculum Development and Support are gratefully acknowledged:

Proofreading:	Marie Bobetsky
Typesetting:	Deborah Epstein
Layout:	Conrad Nunnally
Book Design and Production:	Maureen Maguire
Photo Research:	Siobhan Sloan
Editing:	Nancy Levine (Teacher, John Jay High School)

TABLE OF CONTENTS

UNIT I. Introduction: Defining a City.....1

Objective A: Students will understand that the city has many facets.....2
Objective B. Students will understand the city as a center of a megalopolis.....4
Objective C: Students will understand how the many facets of New York City are closely interrelated.....6

Unit II. The Physical Environment.....9

Objective A: Students will understand how the cultural environment and the man-made environment influence each other.....10
Objective B: Students will understand how the man-made environment influences the way people live.....12
Objective C: Students will understand how housing, as the dominant, man-made feature in a neighborhood, influences the way people live.....16

Unit III. The People.....21

Objective A: Students will understand that varied people and groups compose the social environment.....22
Objective B: Students will understand the factors which affect people's choice of residence.....24
Objective C: Students will understand how urban living affects lifestyles.....26
Objective D: Students will understand how urban living provides for multi-ethnic and multi-racial experiences.....28
Objective E: Students will understand the city's impact on the family.....30
Objective F: Students will understand the city's influence on formal education.....32
Objective G: Students will understand that religious institutions are affected by urban living.....34

Unit IV. The Economy.....39

Objective A: Students will appreciate the effects of the public and private sectors of the economy on their lives.....40
Objective B: Students will understand the allocation of resources in the public sector, concentrating on New York City's revenue and expense budget.....42
Objective C: Students will learn how resources are allocated in the private sector.....44
Objective D: Students will understand that economic decisions in the private and public sectors affect the life of the people of the city.....48

Unit V. The Public Policy-Making Machinery.....51

Objective A: Students will understand that public policy decisions are made by many individuals and groups in New York City.....52
Objective B: Students will understand that they can effect change in New York City by political involvement.....56
Objective C: Students will understand that public policy determines the possibility of an urban renaissance.....58

Unit VI. Cultural Activities.....63

Objective A: Students will understand that their lives are enriched by cultural experiences in New York City.....64
Objective B: Students will understand that facets of city life interact with the cultural activities.....68

Unit VII. Urban Involvement.....73

Objective A: Students will apply previously acquired knowledge and skills.....74

Bibliography.....81

How to Use this Bulletin

In this course of study, learning about New York City proceeds from the study of the immediate and familiar neighborhood to the city in general. This progression helps to motivate students who are usually more involved with their immediate interests and surroundings than with the school life. The various activities require students to investigate their own community's physical environment, the people who live there, its social and cultural characteristics as well as its economic and political structure.

To use this bulletin effectively, the teacher should understand that *Urban Studies* is not a course in New York City problems such as traffic congestion, air pollution, and street crime. There is, however, recognition that such problems do exist and an effort is made to analyze how problem-solving sets off a chain reaction of consequences. The idea that policy-making decisions in the urban environment are made in the arena of competing interest groups and partisans is emphasized. This concept can best be transmitted to the students through their participation in the learning process, through simulations, and real life situations.

Teachers should use the suggested activities to enable students to master the desired skills listed and to understand the concepts outlined in the sections that follow. The basic approach is empirical. Students will gain the skills and concepts necessary to participate intelligently in urban life through a series of planned learning experiences. As a practical matter, the teacher should first read the activities. A variety of activities is offered so that a choice can be made according to student ability level and the teacher's strengths. Each activity is designed to cover a certain amount of content, found in the column labeled **content.** Each activity develops skills in conjunction with the overall goals and objectives of the course. Also, there are suggested resources for both teacher and student use.

This course of study is designed for students of varying ability levels. The materials and activities enable students reading below grade level to participate in the learning process while strengthening their reading skills. Students are asked to compare their own experiences with newspaper accounts, to prepare one-page written descriptions of what the community might be like twenty years from now, to design and prepare a

map of their communities, and to make verbal presentations before the class. Students participate in the dynamics of urban change while improving their basic skills of reading, writing and oral expression.

Students reading on grade level also begin with their own communities. They engage in numerous activities which enable them to develop and refine their skills. For **analytical skills,** the students are asked to read and interpret census data to make comparisons, to perceive relationships and to evaluate the accuracy of the data. For values **clarification and evaluation skills,** the students are asked to work in committees to investigate how certain social groups are perceived in their community (e.g., religious communities, racial groups). These kinds of activities enable students to compare and to contrast their values with the values of others. For developing **intervention skills,** the students have numerous opportunities to think through the problems of selecting a course of action (e.g., mobilizing interest groups, coordinating the work of public agencies, creating a partnership of public and private interests). These are appropriate to bring about desirable change or solve an identified problem. For **comprehension skills,** the students have numerous opportunities to read case studies, source documents and monographs; to find the main idea and to draw inferences, as well as to present supporting factual data.

All students should attend budget hearings, speak before community planning boards, participate in exernal learning experiences, and use statistical data. All students use the information acquired to test a hypothesis, whether it be the legalization of casino gambling, constitutionality of residency laws, or the closing of underutilized schools. Students consider the impact of these decisions on the individual, the community, the government and the private sector.

The more advanced students are challenged to read leading authorities in the field of urban studies.

Design of the Bulletin

Most curriculum guides offer the teacher a content outline with suggested learning activities and resources. Most teachers feel comfortable with a bulletin when they are familiar with the content and the available resources. However, a course entitled Urban Studies provides no such security because it is not a discipline, but an amalgam of disciplines. It draws upon the talents and expertise of the social scientist, architect, urban planner, engineer, lawyer, policy-maker, storekeeper and community resident. This is a skills-oriented course of study which provides students with the tools for investigating, understanding and acting on the process of change. In order to best satisfy the goals of this curriculum, the following format is used.

Activities: These are the heart of the course. They are the vehicles through which students will master the desired skills, comprehend the content, and also, demonstrate their competencies in real or simulated situations. The activities, with few exceptions, are open-ended with no one set of solutions. This will enable students to determine not what is the right or wrong answer, but to develop the skills necessary to evaluate the possible results of change.

Content: This section provides the teacher with the basic facts and theories drawn from many disciplines which support the stated objectives. Examples from urban life that may be used to obtain the desired content are cited. The teacher can select the most suitable examples, based upon student interest and the school's location. The content also serves as a guide from which teachers can build by adding readings, case studies and other activities.

Skills: This section establishes student outcomes for each objective. It is expected that teachers will also use this list of skills to be mastered as a means of evaluation of student performance.

The quality of student participation in activities will be measured by their mastery of analytic and participatory skills such as comprehending of print and visual materials, formulating hypotheses, and presenting proposals for urban programs and neighborhood projects.

Resources: This course cannot have success if the teacher is left solely to his or her own resources. It can succeed if the teacher is afforded opportunities to work closely with government agencies and the private sector. To facilitate this process, the resource section provides information necessary for students to experience the city and participate in its future.

Suggested Time Allotments

Unit I. Defining A City.....1 week

Unit II. Physical Environment.....4 weeks

Unit III. The People.....4 weeks

Unit IV. The Economy.....4 weeks

Unit V. The Public Policy-Making Machinery.....3 weeks

Unit VI. Cultural Activities.....2 weeks

Unit VII. Urban Involvement.....2 weeks

Major Goals

The students will develop the ability to evaluate the changes taking place in current urban life in New York City.

The students will gain self-confidence in their analytical and participatory abilities in order to contribute toward urban life in New York City.

The students will develop an appreciation of the City of New York as a residence, a place of employment, a cultural and educational center and as one of the most beautiful cities in the world.

Cover design by Conrad Nunnally using photos by Kathy Morin, Siobhan Sloan, John Nolan, and Angelo Pacifici.

Unit I. Introduction: Defining a City

OBJECTIVE A: Students will understand that the city has many facets.

ACTIVITIES	CONTENT

ACTIVITY No. 1: Designing a Seal for the City of New York

TEACHING—LEARNING STRATEGIES

1. The teacher will display an official seal of the city of New York to the class
2. The teacher will divide the class into four or five groups, and ask each group to design a seal for present-day New York City.
3. The class will be reassembled as a whole, and each group will display the seal they designed. Each group will explain the reasoning that went into the adoption of their design.
4. The teacher will elicit the various facets of urban activity from the material found in each of the student-designed seals.

ACTIVITY No. 2: Writing a Television Commercial

TEACHING—LEARNING STRATEGIES

1. The teacher will divide the class into five or six groups, and ask each group to prepare a two-minute television commercial to promote the image of New York City.
2. Each group will read its commercial to the entire class and explain why they emphasized various characteristics of the city.
3. The class will select the best commercial and explain why they consider it most representative of the city.
4. The teacher will elicit from the class the various facets of urban activity that define the city.

What are the major facets of New York City?

The physical environment: waterways, land forms

The people: ethnic, racial, cultural, social diversity

The economy: small and large businesses, public sector

The public policy-making machinery: state, city, borough, quasi-public authorities

The cultural activities: legitimate theater — Broadway, Off-Broadway; classical and popular music — Metropolitan Opera, concerts in Madison Square Garden; visual arts — museums, galleries; telecommunication — TV, radio, press

OBJECTIVE A: Students will understand that the city has many facets.

SKILLS	RESOURCES
— to translate individual thinking into a cooperative project	The Citizens Committee for New York City, Inc.
— to present and defend the project designed by the group	The Advertising Council
— to express in writing thoughts and feelings about New York City	Television stations in New York City
— to identify the many facets of urban life	*Pratt Guide to Planning and Renewal for New Yorkers* (N.Y.: Quadrangle, The New York Times Book Company, 1973.)

Official City Hall Photo/Holland Wemple

OBJECTIVE B: Students will understand the city as a center of a megalopolis.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Analyzing Newspaper Stories **TEACHING—LEARNING STRATEGIES** 1. The students will review the front page of their local newspaper to determine how the events reported upon have an impact on their block, neighborhood, borough, city, suburbs, megalopolis, and nation. 2. The students will provide definitions of the components of the megalopolis. ACTIVITY No. 2: Constructing a Social-Cultural Activity List **TEACHING—LEARNING STRATEGIES** 1. The students will construct a list of social and cultural activities in which they and their parents normally engage. 2. The students will classify these activities according to place of occurrence, e.g., visiting relatives in the suburbs.	How are the components of our megalopolis (Boston—Washington) changing? **block:** define and illustrate the student's residential block **neighborhood:** define and illustrate the school's or pupil's neighborhood **metropolitan:** tristate area **suburban:** Scarsdale, Babylon **rural:** Northern Adirondack area (Lake Placid) **megalopolis:** Boston—Washington corridor **dynamics of shifting populations**

OBJECTIVE B: Students will understand the city as a center of a megalopolis.

SKILLS	RESOURCES
— to read and understand newspaper articles — to analyze newspaper articles for their relationship to various areas of urban life — to categorize and classify family activities according to stated area	Local newspapers Family

PARK SLOPE EDITION
the Prospect Press
Local Priest Helps Polish Refuge
Town & Village
Operation Safety
'We Need More P
New Year's Yellow Ribbon
HEIGHTS & VALLEY NEWS
Published by Columbia Tenants Union
February 1982
INSIDE
La Salle Street squatters are having their city
City's Hot Air Hasn't Kept Tenants Warm
Businesses surprised by 'Daily News' woes
Credit card junkie writes Applesauce
The Brooklyn Paper
Golden wants Fulton Ferry Museum to move to make way for 'prime commercial project'

OBJECTIVE C: Students will understand how the many facets of New York City are closely interrelated.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Designing and Defining an Analytic Model of a "Future New York"	How can students become aware of the interaction of the major facets?
TEACHING—LEARNING STRATEGIES	
1. The teacher will show pictures of New York City 50 years ago and today. The class will discuss and analyze the reasons for the changes. 2. The class will predict what New York City or the school community will look like in 20 years. 3. Each student will prepare a one-page description of what he or she thinks the city or community will be like in 20 years. 4. Several students will present their views of the future city and will analyze the factors they used in making their prediction. 5. The students will test the hypothesis that changes in any one facet of the city will affect all other facets, using examples from their predictions.	**Interrelationships of the various elements in a design for a "Future New York"** • Physical • Social • Economic • Political • Cultural

OBJECTIVE C: ***Students will understand how the many facets of New York City are closely interrelated.***

SKILLS	RESOURCES
— to express in writing their own predictions about a future New York City — to develop a hypothesis of what New York City will be like in 20 years — to analyze the variables in preparing a prediction — to recognize the interrelationships of variables in an urban society	Paul and Percival Goodman. *Communitas: Means of Livelihood and Ways of Life* (N.Y.: Random House, 1960.) Local libraries

Siobhan Sloan

Unit II. The Physical Environment

OBJECTIVE A: ***Students will understand how the natural environment and the man-made environment influence each other.***

ACTIVITIES	CONTENT

ACTIVITY No. 1: Examining a Man-made Feature and a Natural Feature of the City

TEACHING—LEARNING STRATEGIES

1. The students will locate a man-made feature in New York City built as a result of the natural environment (e.g., alteration of Manhattan Island for Battery Park City, Empire State Building).

2. The students will locate a natural feature altered as a result of the built environment (e.g., shoreline of Manhattan).

3. For the selected features, the class will discuss the relationship between the natural and the built environment and how they influence each other.

Courtesy of Gateway Plaza

What is the natural environment of New York City?

climate/weather: influences on own climate, seasons, weather

location: latitude, longitude, rivers, bays, harbors

topography: elevation, land forms, subsoils

flora and fauna: fish, trees, wildlife, birds

How has the natural environment influenced the man-made (built) environment?

climate: choice of building designs, materials

location: center of transportation (airports, harbors)

topography: high-rise buildings in Manhattan on subsoil rock formation

OBJECTIVE A: Students will understand how the natural environment and the man-made environment influence each other.

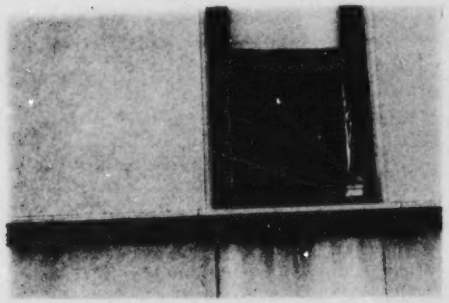
ACTIVITIES	CONTENT
ACTIVITY No. 2: Simulation of Single-Dwelling Housing Construction in New York City and San Juan, Puerto Rico **TEACHING—LEARNING STRATEGIES** 1. The teacher will elicit the structural components of a house. 2. The teacher will divide the class into groups to design two houses for both New York City and San Juan, Puerto Rico. 3. Each group will present its plans and analyze the factors they considered in developing their plans. 4. The class will analyze and evaluate how well the plans presented meet the conditions created by the natural environment of each area.	How has the built environment influenced the natural environment? **infrastructure:** (the basic framework for the physical city, e.g., roads, railroads, bridges, tunnels, sewers, power lines, water tunnels) large population can survive in small area because of inflow of necessities (water, food, raw materials,) and outgo of manufactured goods and waste products — patterns of land development follow the construction of routes of transportation ("bedroom communities" on Long Island) **technology:** permits development of high-rise buildings (Twin Towers) and reclamation of land (Battery City Park)

SKILLS	RESOURCES
— to define and apply vocabulary associated with understanding the natural environment of New York City — to develop visual discrimination, (e.g., shape, mass, color, spatial relationship) — to recognize the interdependence between the natural environment and the man-made environment	Battery Park City Authority Triborough Bridge and Tunnel Authority

OBJECTIVE B: ***Students will understand how the man-made environment influences the way people live.***

ACTIVITIES	CONTENT
ACTIVITY No. 1: Mapping a Neighborhood **TEACHING—LEARNING STRATEGIES** 1. The teacher will introduce students to the vocabulary used to define a neighborhood as a physical entity. 2. The students will map their own neighborhood using the criteria developed in class. 3. The class will analyze the student maps to discover and contrast the images of the neighborhoods mapped. ACTIVITY No. 2: Examination of Street Activities **TEACHING—LEARNING STRATEGIES** 1. The students will describe the activities that could be found on an ideal street. 2. The students will list the activities they find on their own streets. 3. The students will compare activities on their street with those of an ideal street. Siobhan Sloan	How do the physical features of a neighborhood create an image of a neighborhood?* **boundaries:** waterway, a major road **landmarks:** unusual building, church, water tower, etc. **nodes (centers) of activity:** shopping center, public square **common physical characteristics:** similar housing **paths:** streets, railroads *See Kevin Lynch, *Image of the City*

OBJECTIVE B: ***Students will understand how the man-made environment influences the way people live.***

ACTIVITIES	CONTENT
ACTIVITY No. 3: Analysis of the Impact of Street Activities on a Neighborhood **TEACHING—LEARNING STRATEGIES** 1. The class will record the activities they observe on their streets during a set period of time. 2. The students will read a selection from Jane Jacobs' *Death and Life of Great American Cities* on street activities, and draw up a list of criteria for evaluating street activity. 3. The students will write an evaluation of their own streets by applying Jacobs' criteria to their own observations. ACTIVITY No. 4: Design of Land Use Pattern **TEACHING—LEARNING STRATEGIES** 1. The students will design a desirable land use pattern on teacher-prepared maps of a selected area. 2. The class will critique the results, evaluating varying land uses for compatability, and considering density, traffic, noise, and aesthetics.  Stephen Murphy/School Art League	Can street activity affect a neighborhood?* **types of street activity:** peddling, recreation, retail trade, walking, jogging **criteria for evaluating street activity:** friendly contact among neighborhood residents, assimilation of children into acceptable behavior patterns, safety for the residents **advantages and disadvantages of active or quiet streets** Does segregated land use (zoning) improve the neignborhood? **ways land can be used:** single-family and multiple-dwelling housing, industry, commerce and open space **evaluation of the land:** use allocations in the neighborhood, e.g., criteria: density, traffic, noise, compatibility *See Jane Jacobs, *Death and Life of the Great American Cities*

OBJECTIVE B: ***Students will understand how the man-made environment influences the way people live.***

ACTIVITIES	CONTENT
ACTIVITY [redacted] Discussion of the Neighborhood Environment's [redacted]e on Behavior **[redacted]NG—LEARNING STRATEGIES** 1. The students will describe a neighborhood as it is. 2. The students will discuss and evaluate the impact of the existing neighborhood on the behavior of residents. 3. The students will suggest a physical reorganization of the neighborhood. 4. The students will evaluate the potential effect of the reorganization on the behavior of residents.	Are there ways to organize a neighborhood to influence behavior? **building codes:** size, shape, density **street activity:** reserving play street **types of land use:** zoning for industry and residential building **recreation facilities**
ACTIVITY No. 6: Design of a Neighborhood **TEACHING—LEARNING STRATEGIES** 1. The teacher elicits the elements of an urban neighborhood. 2. The class is divided into four or five groups and each group designs a neighborhood. 3. Each group will present and defend its plans before the class. 4. The students will analyze and evaluate each plan, and decide which plan best enhances the quality of life as they see it.	

OBJECTIVE B: Students will understand how the man-made environment influences the way people live.

SKILLS	RESOURCES
— to read and interpret the findings of experts on the urban physical environment — to construct and interpret base maps — to present and defend definitions of a neighborhood — to give and accept constructive criticism	Department of City Planning Community Planning Boards Jane Jacobs, *Death and Life of the Great American Cities.* Random House, 1961. Kevin Lynch. *The Image of a City* (Boston: M.I.T. Press, 1960). Office of Citizen Involvement Environmental Protection Administration, Room 2952, Municipal Building, New York, New York Operation Better Block, Office of Neighborhood Government, 51 Chambers Street, New York, New York Community Projects Division, PRCA, 830 Fifth Avenue, New York, New York Parks Council, Inc., 80 Central Park West, New York, New York

David Cohen/School Art League

OBJECTIVE C: Students will understand how housing, as the dominant man-made feature in a neighborhood, influences the way people live.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Evaluation of Housing **TEACHING—LEARNING STRATEGIES** 1. The students will diagram the floor plan of their house or apartment. 2. The class will evaluate floor plans from among those submitted by volunteers, using the criteria for adequate housing for a standard. ACTIVITY No. 2: Examination of the Impact of Rent Control Laws on Housing in New York City **TEACHING—LEARNING STRATEGIES** 1. The students will research the current rent control laws. 2. The students will prepare a questionnaire for interviewing tenants, landlords and city officials. 3. The students will research the literature on conflicting views held by concerned people on the rent control issue. 4. The students will debate the rent control issue, using the results of the questionnaire survey and data in the literature.	What criteria can be used to evaluate the adequacy of housing units in New York City? **main features of New York City Building Code:** air, light, space, heat, plumbing, construction requirements **traffic pattern** **privacy** **cost of construction** What are the different types of housing in a neighborhood? **private ownership or rental** **private dwelling or public project** **single or multiple dwelling**

OBJECTIVE C: Students will understand how housing, as the dominant man-made feature in a neighborhood, influences the way people live.

ACTIVITIES	CONTENT

ACTIVITY No. 3: Examination of Ways to Rehabilitate Housing

TEACHING—LEARNING STRATEGIES

1. Research current newspapers and periodicals for examples of urban housing rehabilitation. (e.g., "sweat equity" in South Bronx, urban homesteading in Queens, "gentrification" of brownstones and lofts in Manhattan and Brooklyn).

2. The students will discuss and evaluate the effects of housing rehabilitation on a neighborhood.

Amy Davis/Brooklyn Journal

What impact does housing have on the neighborhood?

municipal services: school, garbage collection, police, fire protection

neighborhood environment: open space, traffic, shopping

land values: age and condition of buildings, new construction

Can new forms of technology improve housing in New York City?

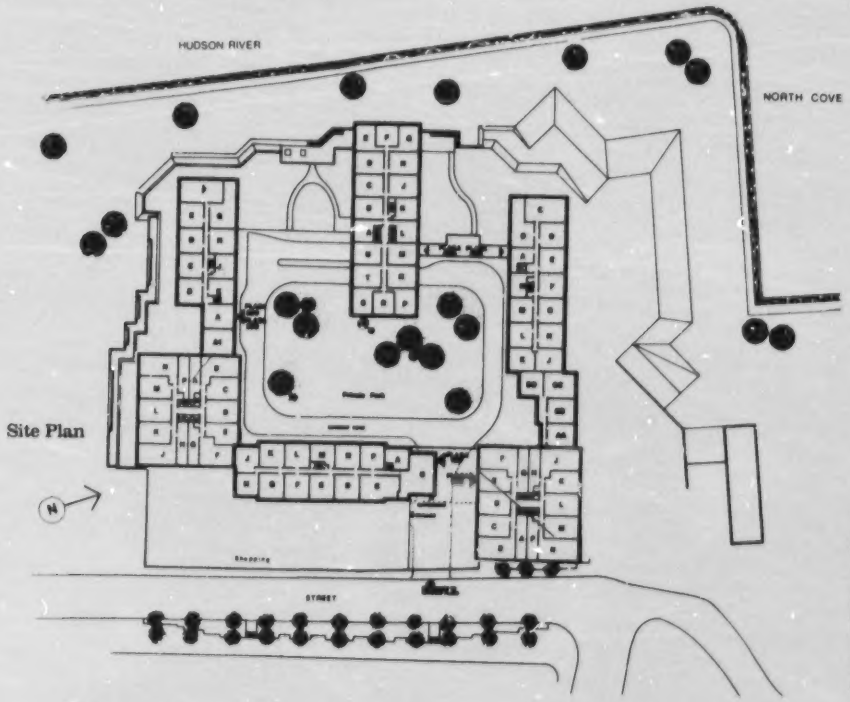
assembly line techniques

foam domes

prefabrication

CULMINATING ACTIVITY

Compare your neighborhood or the school neighborhood with a planned community such as: Forest Hills Gardens; Roosevelt Island; Starrett City; Co-op City, using the Lynch criteria, the Jacobs criteria, land use activity, population density, and types of housing.



Courtesy Gateway Plaza

SKILLS	RESOURCES
— to organize, classify, and evaluate material concerning density, street life, and land use. — to transfer the concrete into the abstract through the creation, use and interpretation of an architectural diagram — to apply the criteria of the New York City building code to specific designs — to make comparisons between planned and unplanned communities — to suspend personal bias in evaluating urban communities — to apply the work of urban experts to the student's own community	Jane Jacobs. *The Death and Life of the Great American Cities,* Random House, 1961. N.Y.C. Housing and Development Administration Association of Neighborhood Housing Development, Inc. Office of Rent Control Department of Rent and Housing Maintenance New York City Rent Stabilization Association Oscar Newman. *Defensible Space* Forest Hills Gardens Corporation State Urban Development Corporation CO-OP City Housing Corporation Starrett City Housing Corporation Roosevelt Island Development Corporation Office of Housing Sponsorship Housing and Development Administration Urban Development Corporation Housing Development Corporation New York City Council of Churches, 853 Broadway, New York, N.Y. Urban Home Ownership Corporation, 2 West 45 Street, New York, N.Y. (Office and Borough) *Home Sick? Try House Sense! A Comprehensive Housing Curriculum for N.Y.C. Neighborhoods.* Department of Housing Preservation and Development, 100 Gold Street, N.Y., N.Y. 10038

Siobhan Sloan

57 58

Unit III. The People

OBJECTIVE A: Students will understand that varied people and groups compose the social environment.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Analysis of Current Demographic Data About New York City **TEACHING—LEARNING STRATEGIES** 1. The teacher will present census tract data for New York City covering the past thirty years. 2. The students will analyze the data and explain their interpretations in a general class discussion. 3. The teacher will elicit conclusions concerning the changes in the composition of New York City's population over the past thirty years. 4. The class will offer explanations for changes that have taken place over the past thirty years. ACTIVITY No. 2: Analysis of Census Tract Data — Local Area **TEACHING—LEARNING STRATEGIES** 1. The class will analyze census tract data for the local or school neighborhood. 2. The class will compare the census tract data with the findings for the community and city. 3. The class will offer explanations for trends recognized in census tract data.	How does demographic data illustrate the social environment of New York City? **size and density of population** **composition of population:** ethnic groups, racial groups, age, sex **class structure** (social stratification) **theory of population movement** **recent trends and movement:** within the city, in or out migration

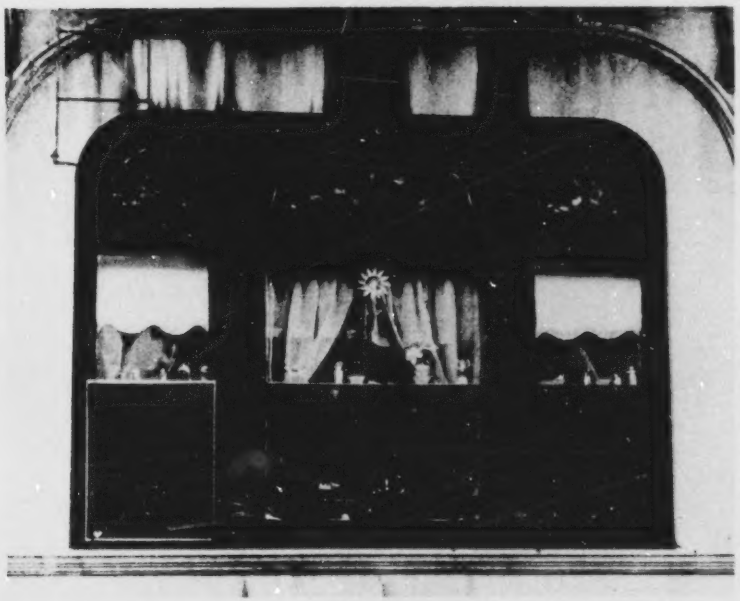
OBJECTIVE A:: Students will understand that varied people and groups compose the social environment.

ACTIVITIES	CONTENT
ACTIVITY No. 3: Interviews to Learn About the Changing Population in New York City **TEACHING—LEARNING STRATGIES** 1. The class will prepare a series of questions that will be used for interviews about New York City's changing population. 2. The students will use the questionnaires to interview members of their families and community. 3. The students will present their findings to the class, and the class will discuss and interpret the data. 4. The teacher will elicit conclusions and explanations concerning the shifts in New York City's population in the last decade.	How does demographic data illustrate the social environment of the school and local neighborhood? **develop the data for the school neighborhood** **compare with the city in general** **changes over time:** pattern (social class, race, ethnicity) **hypothesis offered for causes of change:** economic decline, street crime

SKILLS	RESOURCES
— to read and interpret census tract data of New York City — to make reasonable inferences based on census tract data — to contrast current census statistics with past data — to compare census data of the local neighborhood with that of New York City	Municipal library Community planning boards Statistical Abstract New York City Council on Economic Education R. Mohl and J.F. Richardson. *The Urban Experience: Themes in American History* (Belmont, Ca.: Wadsworth, 1973.)

OBJECTIVE B: Students will understand the factors which affect people's choice of residence

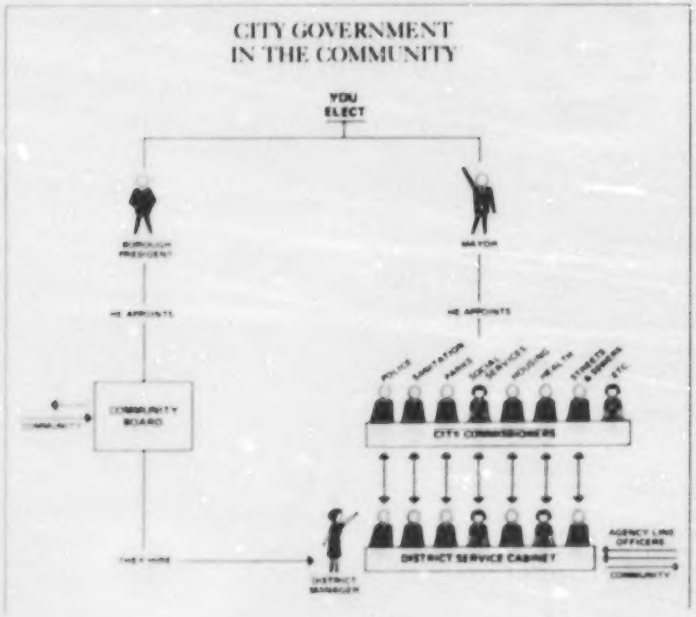
ACTIVITIES	CONTENT
ACTIVITY No. 1: Developing Questionnaire on Choice of Residence **TEACHING—LEARNING STRATEGIES** 1. The students will develop a questionnaire to determine the factors that help people decide their place of residence. 2. The students will administer the questionnaire to their immediate families.	Why do people choose to live where they do? **choice:** trip to work, ethnic neighbors, sense of safety **economic necessity:** land and housing prices **discrimination** Does the choice of residence affect people's lives? **individual aspirations:** values



Rudi Perez/John Jay High School

OBJECTIVE B: Students will understand the factors which affect people's choice of residence.

SKILLS	RESOURCES
– to list the factors influencing the choice of a residence in New York City – to develop a questionnaire using data from class discussions – to administer the questionnaire – to collect data provided by the questionnaire	Local Real Estate Agencies Community Planning Boards Block Associations Neighbors



OBJECTIVE C: Students will understand how urban living affects lifestyles.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Investigation and Analysis of an Identifiable Social or Cultural Group **TEACHING—LEARNING STRATEGIES** 1. The teacher will divide the class into groups to investigate an identifiable group (e.g., gay community; "Moonies"; arts community; derelicts; people who live in total institutions such as universities, convents, nursing homes). 2. The students will seek the following information for the group they are investigating: a . How is the group viewed by the general community? b . Why did the group develop? How? c . What is the impact of the group on city life? d . What is the impact of the city on the group's ability to exist?	How does city living affect individual lifestyles? **alienation or sense of belonging** **anonymity or acceptance** **segregation or integration** **conformist or non-conformist** **criminal or law-abiding** How does city living affect group lifestyles? **traditional group lifestyles** **different group lifestyles**
ACTIVITY No. 2: Analysis of Various Lifestyles as Portrayed in Literature and Mass Media **TEACHING—LEARNING STRATEGIES** 1. The class will list the films, plays and TV series which portray different lifestyles in New York City (e.g., *Annie Hall, Taxi, West Side Story, All in the Family, Fort Apache — The Bronx*). 2. The students will list the chalacteristics of the lifestyles portrayed in these movies, plays and TV programs. 3. The students will discuss which of these lifestyles "enrich" the life of New York City and which ones are "harmful" to it.	

OBJECTIVE C: Students will understand how urban living affects lifestyles.

SKILLS	RESOURCES
– to work cooperatively on group projects – to use library resources to attain information on city lifestyles – to evaluate data and the sources of the data – to distinguish fact from opinion about lifestyles – to distinguish valid from invalid data – to determine the relationship between lifestyles and urban living	Library Newspapers Herbert J. Gans. *The Urban Villagers* (Free Press, 1962.) Jane Jacobs. *The Death and Life of Great American Cities* (Random House, 1961.) Michael Harrington. *The Other Americans: Poverty in the United States* (N.Y.: Macmillan, 1962.) John Higham. *Send These to Me: Jews and Other Immigrants in Urban America* (N.Y.: Atheneum, 1975.)

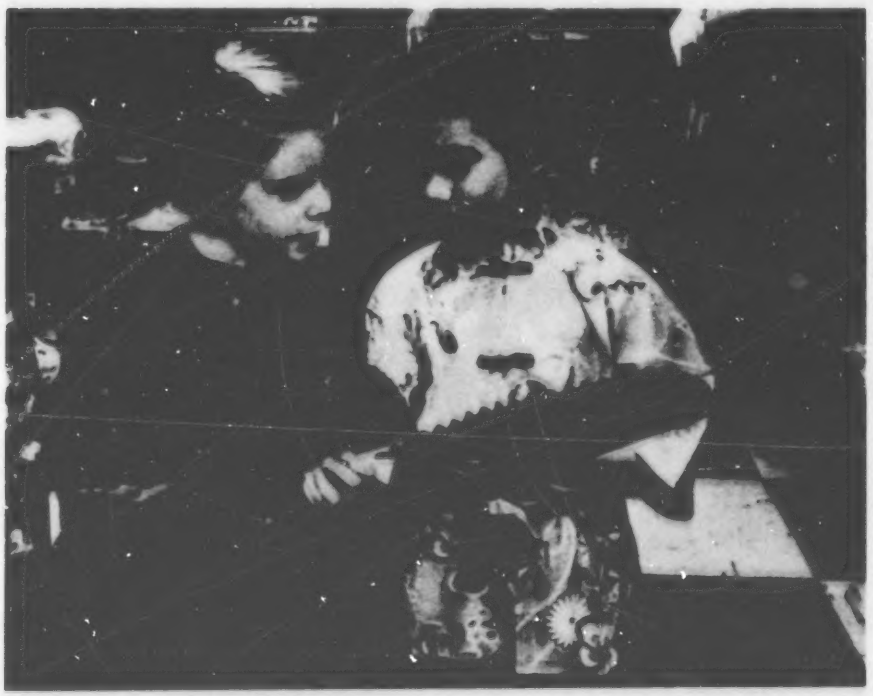
"I Love a Clean New York, Inc."

OBJECTIVE D: Students will understand how urban living provides for multi-ethnic and multi-racial experiences.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Investigation and Analysis of an Identifiable Ethnic or Racial Group **TEACHING—LEARNING STRATEGIES** 1. The students will read selected literary passages that depict the lives of people in different racial or ethnic groups. 2. The students will look for the following information about the groups in the reading selections: a . How is the group viewed by the general community? b . What has been the impact of the group on urban life? c . What has been the impact of the city on the group's identity? d . How does being a member of the group affect individual personality and values? 3. The students will report their findings to the class.	How does membership in ethnic groups affect individual behavior? **values and norms** **social roles** **personal aspirations** **social and economic status** How do ethnic groups interact in an urban setting? **conflict** **competition** **cooperation** **accommodation** **assimilation**

OBJECTIVE D: Students will understand how urban living provides for multi-ethnic and multi-racial experiences.

SKILLS	RESOURCES
– to use library resources to obtain information about ethnic groups in New York City – to evaluate data and the sources of the data about individual groups – to distinguish relevant from irrelevant data – to recognize the impact of membership in an ethnic group on individual behavior – to evaluate the impact of urban life on ethnic assimilation	Library Nathan Glazer and Daniel P. Moynihan. *Beyond the Melting Pot*, Cambridge, Mass.: MIT Press, 1970. Community planning boards NAACP Urban League ASPIRA Anti-Defamation League Panel of Americans Neighborhood associations Thomas Sowell. *Ethnic America.* *Celebration: A Planning Guide for Ethnic Heritage and Culture Weeks*, Brooklyn: New York City Board of Education, 1979.



Inge Morath/Courtesy Bankers Trust Company, New York

OBJECTIVE E: Students will understand the city's impact on the family.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Comparison of Family Life on TV With Student's Own Idea of Family Life **TEACHING—LEARNING STRATEGIES** 1. The students will watch a popular television show (*e.g., The Waltons; One Day at a Time; The Jeffersons; Eight is Enough*). 2. The students will write a brief comparison of their ideas of family life with those conveyed in the television show. 3. The teacher will elicit characteristics of family life from class discussion. 4. The teacher will elicit factors affecting family life in the city. ACTIVITY No. 2: Socio-Drama on Family Problems in New York City **TEACHING—LEARNING STRATEGIES** 1. The students will develop a socio-drama acting out various family problems and showing how life in the city has an impact on those problems. Problems might include: alcoholic father; daughter who wishes to drop out of school; impending divorce. 2. The class will discuss the aspects of the socio-drama which illustrate the impact of urban life on family living.	What are the characteristics of the family? **size** **type:** nuclear, extended, single-parent **economic status** **social status** **geographic location** What factors affect family life in the city? **working parents** **sense of identity and security available elsewhere:** clubs, unions, school, gangs, business **variety of competing institutions:** business, labor, social **children find values elsewhere:** peer groups, religious sects

OBJECTIVE E: Students will understand the city's impact on the family.

SKILLS	RESOURCES
— to contrast a television family with a student's own family — to distinguish fiction from reality — to construct a list of family characteristics — to determine the effect of the city on family life — to work cooperatively to present typical problems of urban families	Television programs Family and neighbors Lorraine Hansberry, *Raisin in the Sun*, New York: Signet Books, 1958.

OBJECTIVE F: Students will understand the city's influence on formal education.

ACTIVITIES	CONTENT

ACTIVITY No. 1: Comparison of Schools Today with Schools When Parents or Grandparents Attended, Using Interviews and Taped Oral History

TEACHING—LEARNING STRATEGIES

1. The students will develop a checklist on school life, including:
   - discipline
   - dress codes
   - social norms
   - smoking
   - courses of study
   - types of programs
   - assembly programs
   - class size
   - physical plant
   - extra-curricular activities
   - composition of student body
2. The students will interview parents and grandparents about their school days.
3. The students will discuss the differences and elicit some of the reasons for the changes that have taken place.

What are the traditional functions of the public schools?

teaching academic skills

vocational training

cultural enrichment

citizenship education

socialization

How does the urban environment affect the functioning of public schools?

changing student population

struggle over control: decentralization

density of neighborhood population

changing economic status of the city

technological developments

governmental decisions: court cases, federal policies

OBJECTIVE F: Students will understand the city's influence on formal education.

ACTIVITIES	CONTENT
Education Development Center/Newton, Mass.	**changes in social norms** **strong teachers unions** **efforts at reform:** satellite academies **crime** How does the city widen opportunities for education? **universities and colleges** **private and parochial schools** **non-formal education:** museums, mass media, libraries, bookstores, cultural events, etc. **private sector contributions to public education:** high school internships, cooperative education opportunities

SKILLS	RESOURCES
– to develop a checklist to compare today's urban high schools with those of the past – to interview older friends and family members using the checklist – to evaluate data derived from student interviews – to recognize the impact of a changing city on the schools	Family members School plant School administration Teachers School yearbooks Diane Ravitch. *The Great School Wars, New York City, 1805-1973*, Basic Books, New York, 1974.

OBJECTIVE G: Students will understand that religious institutions are affected by urban living.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Examination of the Physical Plant of a Religious Institution **TEACHING—LEARNING STRATEGIES** 1. The students will describe the use of a neighborhood religious plant in terms of size, space, activity, time, in order to determine the priority of its functions and services 2. The students will present these findings to the class for discussion. The discussion will provide the characteristics and functions of the religious institution and how it is affected by the urban environment. ACTIVITY No. 2: The Interview with a Religious Leader **TEACHING—LEARNING STRATEGIES** 1. The class will develop a common set of interview questions to be asked of different religious leaders in the neighborhood. Interview questions should attempt to discover what activities the religious leader engages in during a typical day, the effect the neighborhood has on the religious institution and the effect the religious institution has on the neighborhood. 2. The students as individuals, or in small groups, will interview different religious leaders in the neighborhood and write a report on their findings. 3. The class as a whole group will discuss its findings and make generalizations concerning both the impact of the religious institution on the neighborhood and that of the neighborhood on the institution. 4. One of the local religious leaders will be invited to the class to comment on the student generalizations.	What are the characteristics of religious institutions? **size** **assets and income** **composition of its membership:** ethnic composition, social class stratification **type of church:** store front, traditional **role of clergy** What are the traditional functions of a religious institution? **providing a sense of spiritual and personal fulfillment** **providing a sense of cohesiveness in society:** stability, norms and values, rules of social interaction **humanitarian and welfare concerns:** education

OBJECTIVE G: Students will understand that religious institutions are affected by urban living.

ACTIVITIES	CONTENT
Courtesy *The Tablet*	What are the factors that affect these functions? **particular economic, social and humanitarian needs of the local community:** immigrant groups, poverty measures **changing neighborhoods** **geographic and social mobility of church members** **competition of cultural values in society** **ability to act as a political pressure group**

SKILLS	RESOURCES
– to map a local religious plant – to prepare an interview – to interview a local religious leader – to evaluate data deriving from the interviews – to recognize the relationship between the functions of a church and the needs of its members – to recognize how the urban environment affects religious institutions	Local religious institutions Local religious leaders Local associations of religious leaders

3886

CULMINATING ACTIVITY

The students will prepare a questionnaire based on their perception of their local community, derived from information they have gathered in this unit. The questionnaire should be designed to determine how citizens in the community perceive their own community.

The students will draw up a list of local leaders from among the business, financial, labor, social and political and religious areas of the community, and interview each using the questionnaire developed earlier.

The students will determine whether the community leaders perceive the neighborhood in the same way the students perceive it. The students will evaluate the performance of the community leaders in terms of the needs and composition of the community.

Siobhan Sloan

SKILLS — CULMINATING ACTIVITY	RESOURCES — CULMINATING ACTIVITY
— to prepare a questionnaire — to use the public and private community support services — to prepare an interview — to recognize the interdependence of the various factors of city life — to synthesize the collected data	Open Doors — speakers in classroom Community planning boards Local Chambers of Commerce Local Kiwanis Associations Local religious leaders Local political leaders Local labor leaders NAACP Urban League ASPIRA Anti-Defamation League Panel of Americans Neighborhood associations St. Claire Drake and Horace R. Clayton. *Black Metropolis: A Study of Negro Life in a Northern City* 2 volumes. N.Y.: Harper Torch Books, 1962. Oscar Handlin. *The New Comers: Negros and Puerto Ricans in a Changing Metropolis.* Cambridge, Mass.: Harvard University Press, 1959.

Unit IV. The Economy

OBJECTIVE A: Students will appreciate the effects of the public and private sectors of the economy on their lives.

ACTIVITIES	CONTENT
ACTIVITY No. 1: "Mind Walk" Identification of the Impact of the Public and Private Sectors on a Student's Life **TEACHING—LEARNING STRATEGIES** 1. The students will list in chronological order all the goods and services they will use in a day. 2. The students will categorize each good or service as being part of the private or public sector of the economy. 3. The students will further subdivide the public sector along federal, state and city lines. 4. The students will compare their lists and draw conclusions concerning the roles of the private and public sectors in New York City's economy.	What is meant by the public and private sectors? **public sector:** New York City agencies regulating public housing, sanitation, education **private sector:** housing, service industries, manufacturing

OBJECTIVE A: Students will appreciate the effects of the public and private sectors of the economy on their lives.

SKILLS	RESOURCES
— to appreciate the complexity of New York City's economy — to differentiate between the public and private sectors of the economy — to analyze the roles of the various levels of government in the City's economy	Department of Commerce, New York State, 230 Park Avenue, New York, N.Y. *New York Times* *Wall Street Journal*

Siobhan Sloan

OBJECTIVE B: Students will understand the allocation of resources in the public sector, concentrating on New York City's revenue and expense budget.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Examination of New York City's Revenue and Expense Budget **TEACHING—LEARNING STRATEGIES** 1. The teacher will prepare a spirit master or overhead transparency of the New York City revenue and expense budget. 2. The students will categorize federal, state and city sources of funding for service provided by municipal government. 3. The class will discuss how New York City spends its revenue resources. 4. The students will discuss the roles of the Mayor's Office, Board of Estimate, and City Council in the preparation of the budget. 5. The class will evaluate the priorities established in the New York City budget.	What are the priorities of the New York City budget? **allocation of resources in the public sector:** education, social services, transportation, public safety, sanitation, cultural affairs **resources available to the public sector from federal and state and city funding:** federal funding (CETA, vocational education), state funding (CUNY, public schools), city funding (income, real estate taxes, fees, bonds) What is the budget-making process? **the role of the mayor** **the role of the Board of Estimate and City Council** **the impact of public hearings** **the role of the Municipal Assistance Corporation** **the role of pressure groups:** labor, neighborhood associations

OBJECTIVE B: Students will understand the allocation of resources in the public sector, concentrating on New York City's revenue and expense budget.

SKILLS	RESOURCES
— to differentiate between the revenue and expense budgets of New York City	Citizens' Budget Commission
— to organize and classify the priority expenditures based on the data gathered from the New York City budget	New York City Municipal Library
— to analyze the budget for areas in which economizing might be possible	Open Doors — *Urban Issues*
— to determine the impact of budget cuts on urban life	Use of current newspapers and periodicals
— to discuss and defend with substantive examples one's own priority items	Economic Development Administration, 225 Broadway, New York, N.Y.
— to analyze the relationships of federal, state and city funding in the budget-making process	Public Development Corporation, 217 Broadway, New York, N.Y.
	Department of Commerce, New York State, 230 Park Avenue, New York, N.Y.

Hellmich Bros. Photographers

99 100

OBJECTIVE C: Students will learn how resources are allocated in the private sector.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Using the Yellow Pages **TEACHING—LEARNING STRATEGIES** 1. The students will use the Manhattan Yellow Pages to find an industry (e.g., florist—wholesale; men's clothing—manufacturing; bonds—bail; cosmetics—wholesale and manufacturing), and will map the sections of the city where these industries are located. 2. The students will determine why these industries have grouped themselves together in certain areas of New York City. ACTIVITY No. 2: Interpreting Data on the Economy of New York City **TEACHING—LEARNING STRATEGIES** 1. The teacher will present the class with information about New York City's economy: a. New York City has an unequalled variety of business firms: no one industry dominates. Of the 261,000 business establishments, only 624 have 500 or more employees. Biggest employers are banks, utilities, and insurance companies. Six of the nation's ten largest banks are located here. b. In the past 25 years employment in manufacturing dropped over 1 million to less than 500,000. Public and private sector jobs in that time increased by 400,000. c. It is the most advanced service economy with 775,000 employed. d. Some 650,000 jobs (17% of the total) have been lost since 1969. Most losses were in the food and apparel industries.	What are the land resources of New York City? **current land use trends and patterns** **zoning laws and restrictions** **natural advantages** **land costs** How is labor a resource in New York City? **the job market:** unemployment, occupational openings and the jobs people prefer **composition of New York City's labor force:** occupations, unionization (1,000 AFL-CIO affiliated locals) **major industries in New York City:** finance, advertising, telecommunications, publishing, insurance, manufacturing of consumer goods, retail and wholesale merchandising (no one industry dominates; of the 261,000 businesses only 624 have 500 or more employees)

101

0102

OBJECTIVE C: Students will learn how resources are allocated in the private sector.

ACTIVITIES	CONTENT
2. The students will write a brief summary of the implications of these facts for the city's economy and for the future of New York City. 3. Selected students will present their views to the class for general discussion and evaluation. ACTIVITY No. 3: Use of *Occupational Outlook Handbook* and Statistical Analysis **TEACHING—LEARNING STRATEGIES** 1. The students will examine their future job goals in the *Occupational Outlook Handbook*. 2. Students will compare their findings with information published by Bureau of Labor Statistics on the number of anticipated vacancies and the skills required to hold these positions. 3. Selected students will place their job findings on the chalkboard, and the class as a whole will determine which jobs are most compatible with the New York City economy. ACTIVITY No. 4: Use of the *New York Times Index* **TEACHING—LEARNING STRATEGIES** 1. The students will use the *New York Times Index* for the current year to prepare a list of corporations that have left and those that have decided to stay in New York City. 2. The students will explain and categorize their reasons for leaving and staying relative to the available land, labor and capital.	How is capital a resource in New York City? **the financial capital of the world:** stock exchanges, brokerage houses, investment banks, commercial banks **the economic future of New York City:** areas of expansion, the impact of a retrenchment of municipal services **sponsor of capital investment in urban areas:** private sector banks, public sector financing **factors which contribute to capital investment:** zoning laws, corporate and real estate taxes What are the economic interrelationships between New York City and the New York metropolitan region?* **source of labor supply** **consumers of goods and services** **employment opportunities** **provider of goods and services** **need for joint (regional) economic planning:** Port Authority of New York and New Jersey (*The 17 counties of New York, New Jersey, and Connecticut)

103

101 104

OBJECTIVE C: Students will learn how resources are allocated in the private sector.

SKILLS	RESOURCES
— to identify and define current land use patterns, zoning laws and restrictions	New York Telephone Company — Manhattan, Bronx, Brooklyn, Queens, Staten Island Yellow Pages
— to use the phone book as a source of data	National Ailiance of Businessmen
— to organize and classify data obtained from resources	Trade Associations: florists, banks, insurance companies, clothing manufacturers
— to formulate a hypothesis: "industries have grouped themselves in areas within the city for maximum use of land, labor and capital"	*Occupational Outlook Handbook,* Bureau of Labor Statistics
— to test hypotheses by collecting data through interviews and readings	Open Doors
— to draw inferences about job openings in New York City based on information gathered from *Occupational Outlook Handbook*	New York State Employment Agency
— to identify areas of possible job expansion in New York City	School guidance personnel
— to make generalizations based on statistical data of New York City's labor force	*New York Times Index*
— to develop research skills through the use of the *New York Times Index*	
— to classify and categorize corporations that have left and those that have stayed in New York City	

OBJECTIVE C: Students will learn how resources are allocated in the private sector.

SKILLS	RESOURCES
— to identify the reasons given by corporate representatives for leaving or staying in New York City as being related to land, labor and capital — to formulate a hypothesis: "New York City, a future source of capital investment" — to test the hypothesis with data, readings, interviews — to identify the implications of the movement of industry out of the city — to research data necessary to undertake assigned role in simulation — to evaluate the accuracy of the data required — to develop a plan of action based on student's assigned simulation role — to recognize the impact of a proposed change on the economic life of New York City — to discuss and evaluate the ideas gained in simulation during the debriefing session	New York City Council on Economic Education Central Labor Trade Council Economic Development Council National Alliance of Businessmen Citizens' Budget Commission Citizens' Committee for New York City New York City agencies: education, police, fire and sanitation

Inge Morath/Courtesy Bankers Trust Company, New York

107 108

OBJECTIVE D: To have students understand that economic decisions in the private and public sectors affect the life of the people of the city.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Role Playing or Simulation **TEACHING—LEARNING STRATEGIES** 1. The teacher will use a simulation game to determine the economic effect of one decision on the economic life of the city. Some examples of decisions that might affect the economy of the city are: a . The adoption of a residency law for all public employees. b . A major corporation's decision to leave the city. c . The construction of a new hotel. 2. The students will roleplay the effects that such a decision might have on residents, corporation employees and city government agencies, discussing each group's perception of the effects.	What are the criteria for measuring the impact of economic changes? **persons affected:** employer, employee, resident, government **criteria:** tax base, housing patterns, population shifts, nature of work force, social service programs What are the economic advantages and disadvantages of New York City? **economic advantages:** land, labor, capital **economic disadvantages:** transportation, housing, schools **reasons why some businesses are leaving New York City:** some are coming in, most are remaining

SU 109

OBJECTIVE D: To have students understand that economic decisions in the private and public sectors affect the life of the people of the city.

SKILLS	RESOURCES
— to research data necessary to draw valid conclusions	Off-Track Betting Corporation
— to recognize problems from data acquired	Local Boards of Trade
— to develop a plan of action that students present before the class in writing	Health and Hospitals Corporation
— to recognize the impact of a proposed change on the economic life of New York City	Board of Education

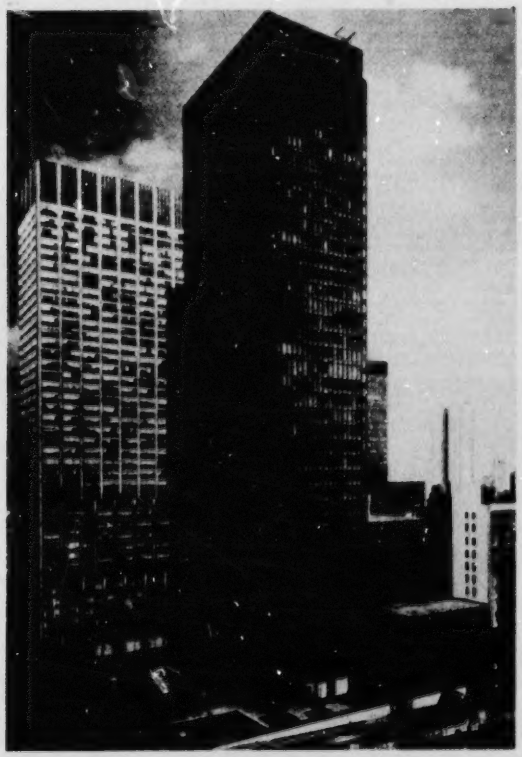


Photo courtesy Funk and Wagnalls, Inc.

111

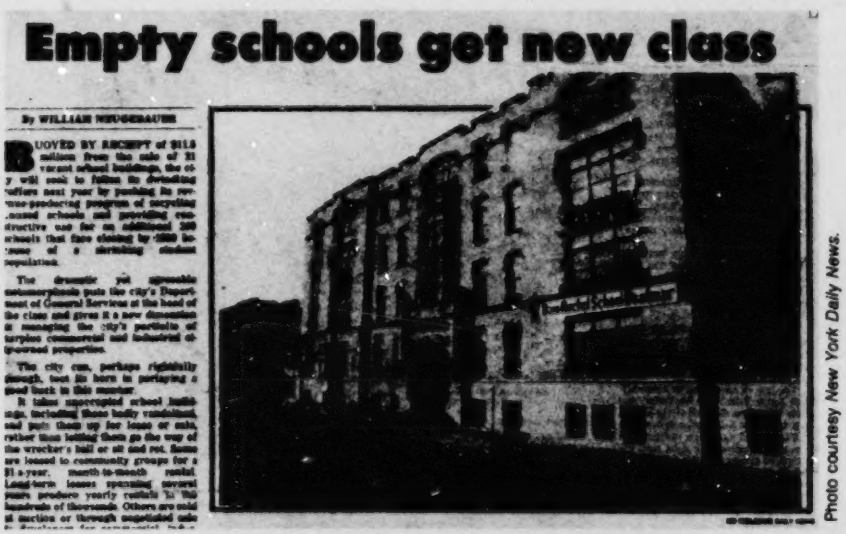
112

CULMINATING ACTIVITY

Using the concepts and strategies developed in this unit, analyze the effect of an economic change on the physical environment, cultural activities, people and public policy-making in New York City.

Select one of the economic changes listed and analyze its effects, using the criteria in the content.

1. legalizing casino gambling
2. creating an industrial park
3. developing a shopping mall
4. consolidating the municipal hospital system
5. closing underutilized schools



Empty schools get new class

By WILLIAM NEUGEBAUER

BUOYED BY RECEIPT of $115 million from the sale of 31 vacant school buildings, the city will seek to follow its dwindling sellers next year by pushing its revenue-producing program of recycling unused schools and providing productive use for an additional 200 schools that face closing by 1980 because of a shrinking student population.

The dramatic yet agreeable metamorphosis puts the city's Department of General Services at the head of the class and gives it a new dimension in managing the city's portfolio of surplus commercial and industrial-type owned properties.

The city can, perhaps rightfully enough, test its hero in portraying a good buck in this manner.

It takes unoccupied school buildings, including those badly vandalized, and puts them up for lease or sale, rather than letting them go the way of the wrecker's ball or sit and rot. Some are leased to community groups for a $1 a year, month-to-month rental. Long-term leases spanning several years produce yearly rentals in the hundreds of thousands. Others are sold at auction or through negotiated sale

Photo courtesy *New York Daily News*.

Unit V. The Public Policy-Making Machinery

OBJECTIVE A.: Students will understand that public policy decisions are made by many individuals and groups in New York City.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Analysis of a Policy Decision in a High School, Using a Simulated Situation and Role-Playing **TEACHING—LEARNING STRATEGIES** 1. The teacher and students should select one of the situations listed below or a similar one: a . suspension of a student b . discovery of an asbestos-lined wall c . the sale of counterfeit tickets for a school boat ride d . student newspaper article offensive to a religious group e . student demand for the removal of the G.O. faculty advisor 2. The students will identify persons inside and outside of school who will be active in making the decision in the situation chosen. 3. The students will research the necessary background information needed to role-play the situation selected. 4. Students will then simulate the decision-making process. 5. The class will evaluate how realistic the role-playing was.	What is the visible public policy-making machinery? **Local Administration:** high school (principal, P.T.A., superintendent, Chancellor, Board of Education) **New York City:** executive and legislative (powers and functions of mayor, City Council, Board of Estimate, Borough Presidents) **State:** political and economic inter-dependency of New York City and State (municipal assistance) **Federal government:** expanding economic and political policy role in the affairs of New York City (loans in fiscal crisis, youth summer job program)

OBJECTIVE A: Students will understand that public policy decisions are made by many individuals and groups in New York City.

ACTIVITIES	CONTENT

ACTIVITY No. 2: An Analysis of the Factors Contributing to a Public Policy Decision (e.g., location of half-way houses, closing of fire houses, building a convention center)

TEACHING—LEARNING STRATEGIES

1. The students will select a controversial issue from a newspaper and identify the groups that oppose and those who favor the issue.
2. The teacher will select one issue to examine in depth.
3. The students will identify persons and groups, in and out of government, who assist the competing groups in trying to achieve their goals.
4. The teacher will elicit from the students the visible and invisible forces and considerations which shape public policy in New York City.

ACTIVITY No. 3: Analyzing How and Why Laws are Made in New York City

TEACHING—LEARNING STRATEGIES

1. The class will choose a law recently passed by the New York City government, e.g., anti-dog-litter law, law forbidding drinking of alcohol on city streets
2. The teacher will divide the class into four or five groups, and each group will investigate the reasons why certain groups in the community favor or oppose the proposed bill.
3. The class will discuss reasons why the proponents of the bill succeeded in getting their proposal passed.

What is the invisible public policy-making machinery?

role of pressure groups as opinion-makers and lobbyists

business groups: Association for a Better New York, Economic Development Council

financial institutions: Chase Manhattan Bank, Citibank, Chemical Bank

labor unions: municipal and private sector industries, New York City Labor Council, ILGWU, District 37

civic organizations: Citizen's Budget Union, League of Woman Voters

ethnic and social pressure groups: Urban League, NAACP, Jewish Community Relations Council, Right to Choice, NOW, Right to Life

cultural pressure groups: Friends of MOMA, MMA, Lincoln Center, philanthropic foundations, (Rockefeller, Ford, Carnegie)

the power of the media: newspapers, television, radio

OBJECTIVE A: Students will understand that public policy decisions are made by many individuals and groups in New York City.

ACTIVITIES	CONTENT

ACTIVITY No. 4: Analyzing Group Decision-Making

TEACHING—LEARNING STRATEGIES

1. The teacher will outline the following situation to the class:

   The local planning board is conducting hearings about the use of vacant land in your neighborhood. Among the proposals are establishing a half-way house, building a factory, constructing garden apartments for senior citizens, establishing a low-income housing project, building a municipal hospital, erecting a plant for conversion of waste into energy.

2. The teacher will divide the class into groups representing different interests (e.g., civic associations, religious institutions).

3. Each group will analyze the situation and decide which proposal to support.

4. Each group will present and defend a proposal in a debate.

5. The class will analyze and decide which group most responsibly represented the citizens of the community.

OBJECTIVE A: Students will understand that public policy decisions are made by many individuals and groups in New York City.

SKILLS	RESOURCES
— to identify current controversial urban issues	Community Planning Boards
— to distinguish between the visible and invisible governments of urban areas	City Planning Commission
— to identify urban groups and their positions on current urban problems	Citizens' Committee for New York City, Inc.
— to recognize interrelationships between a proposed change and positions taken by groups pro and con the change	Open Doors
	New York City Agencies: Police, Fire, Convention and Visitors Bureau
	Day Top Village
	Association for a Better New York
	Citizens' Budget Union
	League of Women Voters
	Borough and City Political Leaders
	Murphy, Thomas, and John Rettgus. *Urban Politics in the Suburban Era.* (Homewood, Ill.: Dorsey Press, 1976.)

Cover design Nick Luttinger

OBJECTIVE B: Students will understand that they can effect change in New York City by political involvement.

ACTIVITIES	CONTENT

ACTIVITY No. 1: Neighborhood Survey to Identify a Problem to Be Solved Through Cooperative Action

TEACHING—LEARNING STRATEGIES

1. The class will survey the neighborhood to identify a problem using a class-developed questionnaire.
2. The class will decide what is necessary to solve the problem (e.g., money, political support, leadership).
3. The students will suggest solutions to the problem.
4. The students will draw up a list of arguments to support the projects designed to solve the problem.
5. The students will contact individuals and groups who might support the projects (e.g., community groups, local political organizations).
6. The class will present its solution to the problem to the Community Planning Board.

What is the role of the individual citizen?

participating in the voting process: voting, voter registration drives, petitions, community and group activities, meetings, picketing, rallies, parades

What is the role of public officials, political parties and pressure group?

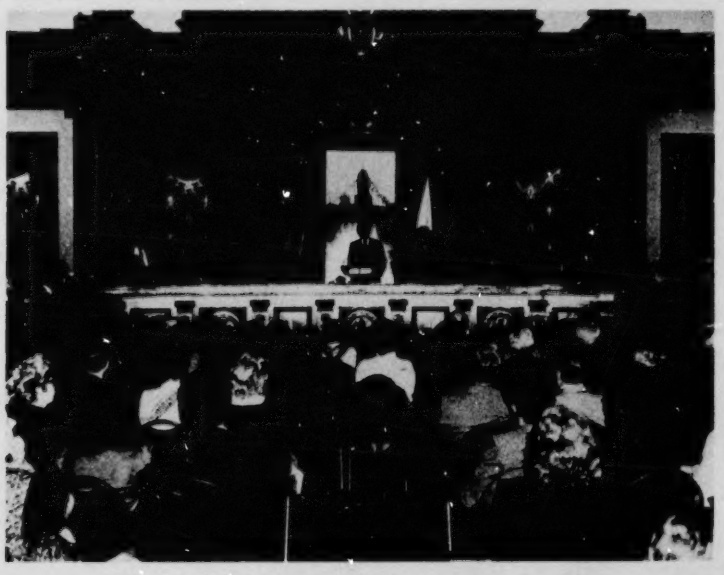
establishing priorities: balancing immediate and long-range effects, responding to public demands

electing candidates to public office: articulating the will of the people

voicing the concerns of constituent pressure groups: business, cultural, religious, community, labor union leaders, block associations

helping bridge the gap between people and government: improving government services, advising community planning boards

OBJECTIVE B: Students will understand that they can effect change in New York City by political involvement.

ACTIVITIES	CONTENT
 Office of the Borough President of Brooklyn	What does responsible citizenship mean in New York City in the 1980s? Clarify the conflict between: **individual and group interest** **neighborhood and city interests** **pressure group and the public interests**

SKILLS	RESOURCES
— to identify neighborhood problems	Block associations
— to develop a questionnaire concerning neighborhood problems	Community planning boards
— to administer a questionnaire in the neighborhood	Local business, labor, religious leaders
— to collate and evaluate data elicited by a questionnaire	Local political clubs
— to present proposals for solving community problems at neighborhood meetings	*Citizenship in New York City.* Brooklyn: New York City Board of Education, 1982.

OBJECTIVE C: Students will understand that public policy determines the possibility of an urban renaissance.

ACTIVITIES	CONTENT

ACTIVITY No. 1: Arriving at a Personal Decision to Live in or Leave New York City

TEACHING—LEARNING STRATEGIES

1. The students will develop a set of criteria to determine whether or not they will make New York City their permanent residence upon graduation from high school.
2. The class will discuss the validity of the suggested criteria.
3. The students will collect data about the services New York City offers to its citizens.
4. The students will offer reasons for their decision to remain in or to leave New York City.
5. The class will evaluate the wisdom of the decisions and the decision-making process.

What are the basic services which a city offers?

police protection

fire protection

schools

sanitation

comparison of the present status of each service listed with the status of the service in the past: forty years ago

growth of each service in the past twenty-five years and reduction due to the current fiscal crisis

Why is New York regarded as a place of opportunity?

New York City as a magnet for immigrants and in-migrants in the past and in the present

lure of New York City to tourists

movement back from the suburbs

"gentrification"

How can public policy affect economic vitality?

the tax structure: tax incentives for business expansion, home ownership, state-city financed projects (convention center)

employment: government efforts to retain and attract businesses in New York City, federally subsidized job programs such as CETA

OBJECTIVE C: Students will understand that public policy determines the possibility of an urban renaissance.

SKILLS	RESOURCES
– to develop an inventory of personal interests, abilities, skills and talents	Family and neighbors
– to develop an inventory of available and potential economic and social opportunities in New York City	Local library
– to develop criteria for evaluating economic and social opportunities in New York City	School guidance personnel
– to evaluate the criteria for future opportunity in New York City objectively	Community planning boards
	Open Doors
	Occupational Outlook Handbook
	New York State Employment Agency
	Economic Development Council
	New York City Council for Economic Education

David Cohen/School Art League

CULMINATING ACTIVITY

The students, using skills and concepts developed in this unit, will participate in a simulation game concerning a problem in their area (e.g., Charlotte Street Project in the South Bronx).

The students will be divided into four or five groups. One group will play the role of the Board of Estimate (mayor, city council president, comptoller and five borough presidents). The other groups will design a plan for the site.

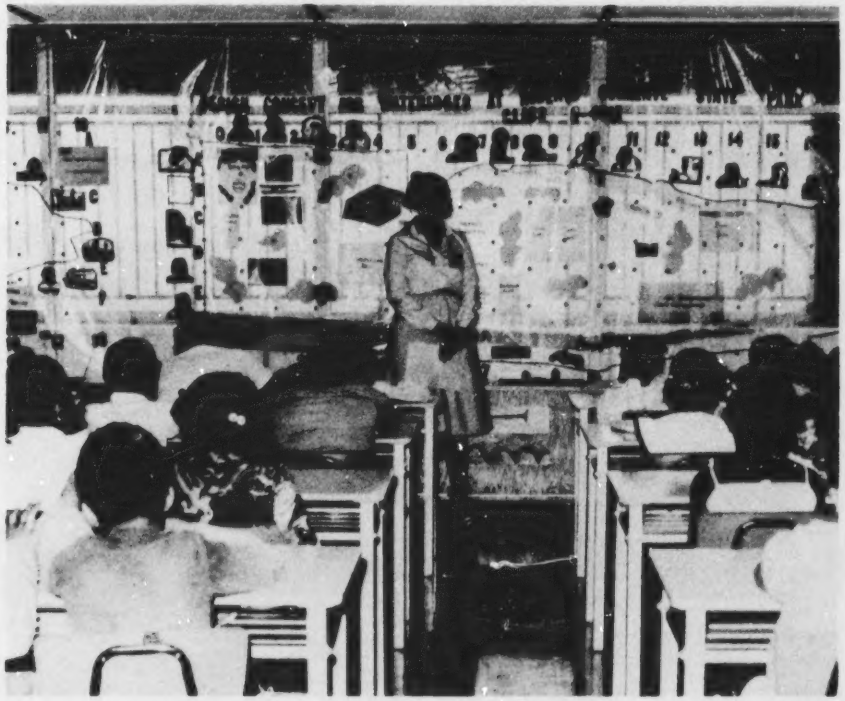
The groups will present their plans for the site to the Board of Estimate. The Board of Estimate will choose the best plan.

The students will read the proposal and the reasons why it is accepted or rejected.

The class will discuss whether the design selected by their mock Board of Estimate would have been approved by the New York City Board of Estimate in the light of political realities.

SKILLS — CULMINATING ACTIVITY

- to research the data necessary to undertake an assigned role in a simulation game
- to evalute the data acquired through research
- to develop a plan of action based on the acquired data and the assigned role
- to discuss and evaluate the ideas gained in simulation during the debriefing session



Richard Stokes

RESOURCES — CULMINATING ACTIVITIES

New York City government
Mayor's office
Board of Estimate
Borough Presidents' offices
City Hall
Community planning boards
Citizens' Budget Union
Citizens' Committee for New York City, Inc.
Economic Development Council

Unit VI. Cultural Activities

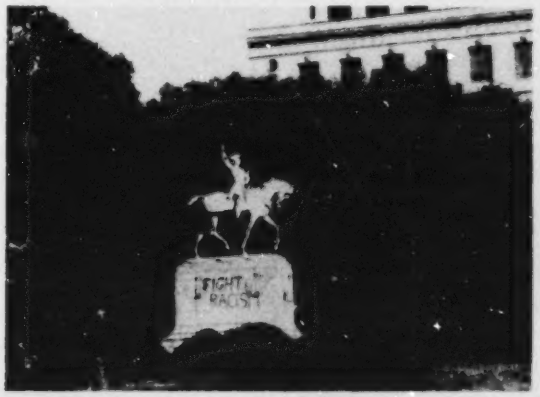
OBJECTIVE A: Students will understand that their lives are enriched by cultural experiences in New York City.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Student Examination of Personal Activities **TEACHING—LEARNING STRATEGIES** 1. The students will list the cultural activities which they engaged in during the past six months. 2. The students will use ads, reviews and notices in the *New York Times* or *Daily News* to discover which cultural activities are available in New York City. 3. The students will compare the two lists to determine the extent to which they take advantage of the cultural opportunities available in New York City. ACTIVITY No. 2: Mapping Cultural Activities **TEACHING—LEARNING STRATEGIES** 1. The students will map their cultural activities over a six-month period by location and type. 2. The students will compare their personal cultural map with a general map of activities available.	What are the cultural opportunities in New York City? **performing arts:** dance, drama, concerts **sports—spectator:** major league baseball, hockey, basketball **media:** TV, radio, movies, publishing houses, bookstores, libraries **recreation and sports—participant:** parks, natural areas, beaches **urban design:** townscape, architecture, restoration **night life:** restaurants, disco **cultural institutions:** Aquarium, Bronx Zoo, Museums of Natural History and Modern Art, Metropolitan Museum of Art **conventions and shows:** Coliseum, Felt Forum **ethnic neighborhoods:** Chinatown, Little Italy, Spanish Harlem **universities:** CUNY, N.Y.U., Columbia, Fordham, Pace, St. Francis, Yeshiva

OBJECTIVE A: Students will understand that their lives are enriched by cultural experiences in New York City.

ACTIVITIES	CONTENT
ACTIVITY No. 3: Mock Trial of Person Accused of Vandalism **TEACHING—LEARNING STRATEGIES** 1. The teacher will elicit from students examples of vandalism they have seen in their neighborhood or in New York City. 2. The class will select one example from the list to hold a mock trial, (e.g., destroying art objects in a park, spraying indelible paint on the lions in the front of 42nd Street Library, destroying flowers in a park, wrecking baskets or swings in a playground). 3. The teacher will select the students to play the roles of the main participants in the trial of the accused. The rest of the class serves as the jury. 4. On the basis of the evidence presented, a panel of three judges will decide on the innocence or the guilt of the accused. The three judges decide on the penalty to be given to the accused. 5. The "jury" will discuss whether such a penalty would prevent vandalism.	How can more people take advantage of the cultural opportunities of New York City? **extent of cultural opportunities:** attendance figures, dollar volume of cultural-related businesses, tourism—a major industry **methods of expanding participation:** public and private subsidies such as Shakespeare in the Park, school cultural programs, building projects (Shea and Yankee Stadiums) **publicity and promotion:** New York City Convention Bureau

Siobhan Sloan



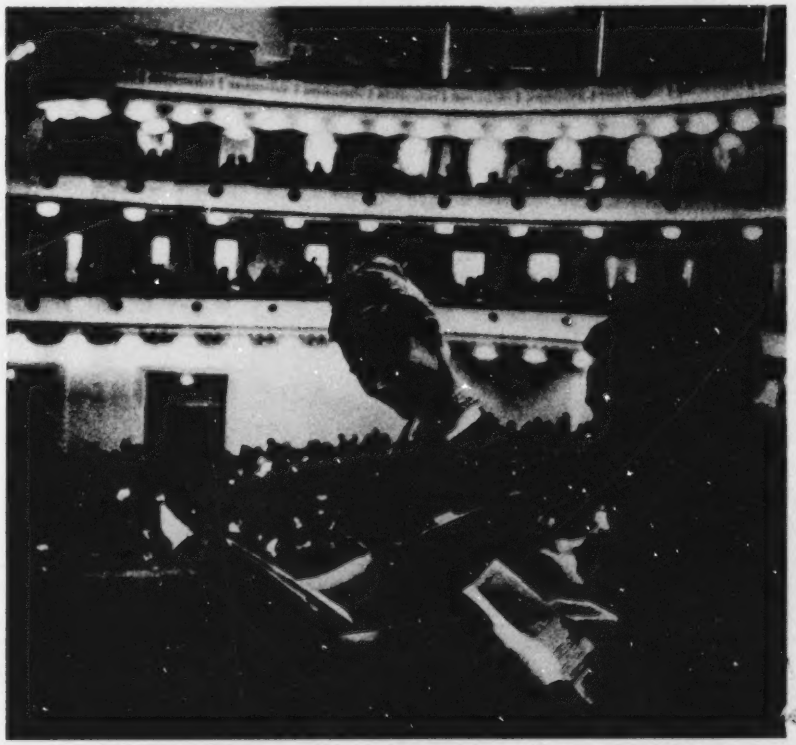
OBJECTIVE A: Students will understand that their lives are enriched by cultural experiences in New York City.

ACTIVITIES	CONTENT
ACTIVITY No. 4: Visits to Cultural Attractions **TEACHING—LEARNING STRATEGIES** 1. The class will visit an area of unique urban design such as Central Park, Paley Park, Adventure Playground. 2. The class will visit at least one museum. 3. The class will visit at least one legitimate theater performance 4. The class will discuss the uniqueness of various cultural attractions in New York City.	How do people choose to use one activity and not another? **the reasons some facilities are abused** **the locations of New York City's cultural attractions**

Rudi Perez/John Jay High School

OBJECTIVE A: Students will understand that their lives are enriched by cultural experiences in New York City.

SKILLS	RESOURCES
— to organize, classify, and evaluate data concerning New York cultural life	*New York Magazine*
— to use New York City newspapers as a resource tool	New York City newspapers, weekend editions
— to make value judgments concerning the abuse of public property	New York Convention and Visitors Bureau
— to construct a cultural map of New York City	



Inge Morath/Courtesy Bankers Trust Company, New York

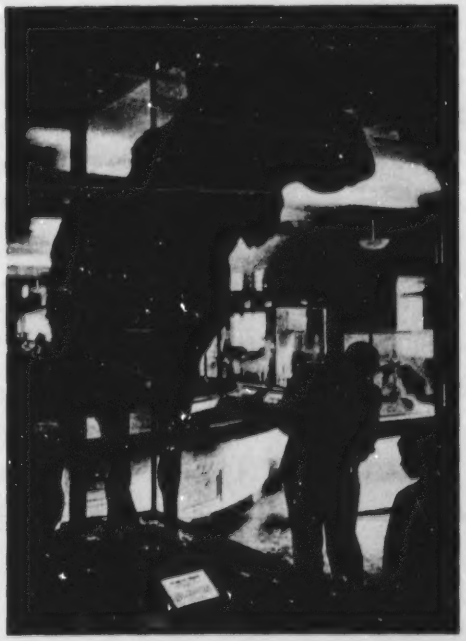
OBJECTIVE B: Students will understand that facets of city life interact with the cultural activities.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Case Study of a Major Cultural Project (Yankee Stadium Redevelopment, the Saving of Radio City Music Hall, Convention Center Construction)	How does the physical environment interrelate with cultural activities?
TEACHING—LEARNING STRATEGIES	**seasonal sports**
1. The students will visit the area to examine the impact of the facility on the surrounding area.	**recreation:** beaches
2. The students will interview merchants near the area to discover its economic importance.	What is the relationship of the cultural activities to the economy of the city?
3. The students will use libraries to obtain newspaper or magazine articles illustrating the role of the public policy — making machinery with regard to the selected project.	**tourism** **transportation** **dining** **admissions**
4. The class will evaluate how cultural activities impact on every aspect of city life.	

Inge Morath/Courtesy Bankers Trust Company, New York

OBJECTIVE B: Students will understand that facets of city life interact with the cultural activities.

SKILLS	RESOURCES
— to use a class visit for gathering information	Open Doors — speakers in the classroom
— to develop interview questions	New York newspapers
— to analyze conflicting opinions	
— to integrate the findings of experts on the many facets of city life	



Inge Morath/Courtesy Bankers Trust Company, New York

CULMINATING ACTIVITY	
The students will participate in a cultural activity or event heretofore unexplored by them. The students will compare it to their most frequently used activity. The students will interview other consumers of the activity. The students will examine the literature related to the activity. The students will describe the appreciations and skills necessary to enjoy the activity or to work in the activity.	

SKILLS — CULMINATING ACTIVITIES	RESOURCES — CULMINATING ACTIVITIES
— to develop an appreciation for New York cultural activities	New York Convention and Visitors Bureau
— to learn how to participate in New York cultural life	New York City cultural attractions
— to develop an interview	Department of Parks and Recreation
— to research in New York newspapers	The Parks Council
— to discover career opportunities in New York City	American Institute of Architects, *New York City Handbook*
	Open Doors, *World of Work*
	Speakers in the classroom
	Occupational Outlook Handbook

Inge Morath/Courtesy Bankers Trust Company, New York

Unit VII. Urban Involvement

The teacher and the students will select one or more of the following suggested interventionist activities:

1. Urban planning exercise
2. Voter registration campaign
3. Campaign to promote the image of the school neighborhood

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

ACTIVITIES	CONTENT
ACTIVITY No. 1: Urban Planning Exercise **TEACHING—LEARNING STRATEGIES** 1. The teacher and the students will select an existing or imaginary comprehensive project in New York City (*e.g.*, South Bronx, South Richmond, Downtown Brooklyn, South Jamaica). 2. The class will be divided into three or four groups. Each group will: a . obtain a city planning map of the area. b . assess local needs, using a group-prepared questionnaire to interview local businessmen, civic leaders, leaders of institutions, neighbors. c . obtain data from census tracts. d . visit the area. e . research current status of the project. 3. The students will design a plan for the area which recognizes the interrelationships among the elements of the city studied in the course. 4. Each group will present its plan to the entire class in terms of: a . the plan in relationship to the natural environment. b . the plan as a physical environment. c . the plan as it affects the local economy. d . the plan as the public policy makers might view it. 5. The class will invite interested parties, including Community Planning Board members, to visit the class and to critique the plans. 6. The group plans will be revised and redesigned into one which represents the best thinking of the entire class. This consolidated plan will be presented to appropriate community and city agencies.	(See Units I-VI)

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

SKILLS	RESOURCES
— to construct, use and interpret city base maps — to recognize the interdependence of the natural environment and the man-made environment — to develop visual discrimination in the physical environment — to apply the findings of experts on New York City life — to read and interpret census tract data — to prepare an interview — to use the public and private New York City community support resources — to transfer the concrete into the abstract by the creation, use and interpretation of a plan — to apply the evaluation criteria of city agencies (*i.e.*, Board of Standards and Appeals) and private interests (*i.e.*, Regional Planning Commission)	Department of City Planning Community Planning Boards Regional Planning Association Tri-State Regional Planning Commission Pratt Center for Community Development Citizens' Commission for New York City, Inc. Board of Standards and Appeals Offices of the Borough Presidents Association of Neighborhood Housing Developers The City of New York Official Directory (Green Book) Open Doors — Speakers in classrooms Economic Development Council

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

ACTIVITIES	CONTENT

ACTIVITY No. 2: Voter Registration Campaign

TEACHING—LEARNING STRATEGIES

1. The students will determine the nature of the electorate of the local community, using board of elections material and census data.

2. The students will find the answers to questions similar to the following:

   a . Who are the people who are registered to vote? (ethnic groups, social groups, etc.)

   b . Who are the people who vote?

   c . What is the nature of the election law? How does it affect voting patterns?

3. The students will prepare and take a survey to determine who doesn't vote and why.

4. Students will plan the voter registration campaign by determining:

   a . Who are the people who can help the campaign, such as:

   - community leaders (religious, cultural)
   - economic leaders (business executives, bank presidents)
   - political leaders (elected officials, party officials)
   - specialized groups (League of Women Voters)

   b . What form the campaign should take, such as:

   - materials (posters, booklets)
   - person-to-person contact (door-to-door, shopping centers)
   - publicity (newspaper stories, radio commercials)

   c . How the campaign will be financed.

5. Students will carry out the plan developed in class.

6. Students will plan to create an ongoing student committee that will carry out the plan each year.

7. Students will form a board of advisors made up of civic leaders. The purpose of the board would be to evaluate the ongoing effectiveness of the plan.

(See Units I-VI)

Courtesy of Laidlaw Brothers/*The Social Studies in Our Country*

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

SKILLS	RESOURCES
— to give and accept constructive criticism on the plan	Board of Elections
-- to determine source of election information from governmental agencies	Department of City Planning
— to read, interpret, and use statistical data (*i.e.*, census material, Board of Elections records)	Citizens Commission for New York City, Inc.
— to read and interpret New York City election laws	Offices of the Borough Presidents
— to apply abstract concepts and election data to a voter registration drive	League of Women Voters
— to prepare and use an effective questionnaire	Business Organizations (*e.g.*, Rotary, Chamber of Commerce)
— to develop appropriate methods for the dissemination and collection of information	Frontlash
— to transfer the concrete into the abstract by the creation, use, and interpretation of a plan	National political organizations
— to use the techniques of management by objectives to accomplish a task	Local political clubs
— to identify and work with the leaders of the community	Elected officials on all levels
— to work cooperatively with people who represent diverse viewpoints in the community	Departments of political science — local colleges
— to apply the techniques of persuasion using visual and written material	
— to present cogent arguments through person-to-person contact	
— to develop fund-raising skills to finance an activity	
— to exercise leadership in implementing a plan	
— to promote individual responsibility in the implementation of an activity	

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

ACTIVITIES	CONTENT

ACTIVITY No. 3: Campaign to Promote the Image of the School Neighborhood

TEACHING—LEARNING STRATEGIES

1. The students will survey the neighborhood to determine its outstanding features. They will apply the techniques developed in the course of study in terms of:

   a . Physical environment

   b . Social environment

   c . Economic environment

   d . Political environment

2. The students will plan a campaign which will include:

   a . Developing materials such as:

   - art work (posters, photography)
   - written materials (leaflets, booklets, newspaper articles)
   - public presentations (concerts, sports activities)

   b . Arranging community support.

   c . Obtaining financial support for the drive.

3. The students will implement and evaluate the plan by:

   a . Organizing the groups that will carry out the plan (e.g., faculty, students organization, teams, parents).

   b . Preparing pre-test and post-test public opinion surveys that will be given throughout the local area to determine whether there is an improvement in the neighborhood's image of the school.

OBJECTIVE A: To have students apply previously acquired knowledge and skills.

SKILLS	RESOURCES
— to apply the abstract terms developed in the instructional units to the understanding of New York City neighborhoods — to apply the techniques of persuasion, using visual and written material — to be able to communicate through a variety of written forms — to be able to organize and present an integrated picture of a community — to be able to gather data for the formulation of an abstract plan — to use the techniques of public relations to win approval of an idea — to be able to deal with leaders of the community in a working relationship	Department of City Planning Locally elected officials (e.g., Borough Presidents, Members of the City Council, State Senator, etc.) Business organizations (e.g., Rotary, Chamber of Commerce) Local school chapter — United Federation of Teachers Local civic and block associations Local business people Local libraries and historical societies Citizens' Commission for New York City, Inc. Real Estate — How to sell the community

SUGGESTED BIBLIOGRAPHY

These are suggested additional references that teachers might refer to for one or more of the units of the Urban Studies curriculum. The Roman numbers after each entry refer to the unit of the curriculum for which the book might be useful.

Abrams, Charles. *The City Is the Frontier.* New York: Harper and Row Publishers, Inc., 1965. **II**

Andrews, William S., et al. *Urban Studies.* New Jersey: Prentice-Hall, Inc., 1976. **(I-VII)**

Auletta, Ken. *The Streets Were Paved with Gold.* New York: Random House, Inc., 1979. **(V)**

Banfield, Edward. *The Unheavenly City.* Boston: Little, Brown and Co., 1970. **(V)**

_____. *The Unheavenly City Revisited: A Revision of the Unheavenly City.* Boston: Little, Brown and Co., 1974. **(V)**

Cahill, Susan, and Cooper, Michelle. *The Urban Reader.* New Jersey: Prentice Hall, Inc., 1971. **(I-VII)**

Caro, Robert. *The Power Broker: Robert Moses and the Fall of New York.* New York: Random House, Inc., 1975. **(V)**

Citizenship in New York City: An Activity Book (Experimental). Brooklyn, N.Y.: Board of Education, Division of C. and I., 1982. **(V)**

Clark, Kenneth. *Dark Ghetto.* New York: Harper and Row Publishers, Inc., 1965. **(III)**

Clay, Grady. *Close-Up: How to Read the American City.* New York: Praeger Publications, 1974. **(I, II)**

Cutler, Irving, et al. *Urban Communities.* Columbus, Ohio: Charles E. Merrill Publishing Co., 1978. **(I-VII)**

Davis, Kingsley, ed. *Cities: Their Origins, Growth and Human Impact.* San Francisco: W.H. Freeman and Co., 1973. **(I)**

Drake, St. Clair, and Cayton, Horace R. *Black Metropolis: A Study of Negro Life in a Northern City* (two volumes). New York: Harcourt Brace Jovanovich, Inc., 1970. **(III, V)**

Duhl, Leonard, ed. *The Urban Condition: People and Policy in the Metropolis.* New York: Touchstone Books, 1963. **(V)**

Fenton, Edwin, et al., ed. *Living in Urban America.* New York: Holt, Rinehart and Winston, Inc., 1974. **(I-VII)**

Fortune Magazine, ed. *The Exploding Metropolis.* Garden City, N.Y.: Doubleday and Co., Inc., 1958. **(IV)**

Fredrickson, George, ed. *Neighborhood Control in the 1970's: Politics, Administration, and Citizen Participation.* New York: Chandler Publishing Co., 1973. **(V)**

Glazer, Nathan, and Moynihan, Daniel P. *Beyond the Melting Pot: The Negroes, Puerto Ricans, Jews, Italians, and Irish of New York City.* Cambridge, Mass.: M.I.T. Press, 1970. **(III)**

Gordon, Mitchell. *Sick Cities: Psychology and Pathology of American Urban Life.* New York: Penguin Books, Inc., 1965. **(I, IV)**

Greer, Scott. *Urban Renewal and American Cities: The Dilemma of Democratic Institutions.* Indianapolis, Ind.: Bobbs-Merrill Co., Inc., 1965. **(V)**

Handlin, Oscar. *The Newcomers: Negroes and Puerto Ricans in a Changing Metropolis.* Cambridge, Mass.: Harvard University Press, 1959. **(III)**

Harrington, Michael. *The Other America: Poverty in the United States,* revised edition. New York: Macmillan Publishing Co., Inc., 1970. **(III, IV)**

Hauser, Philip M., and Schnore, Leo F. *The Study of Urbanization.* New York: John Wiley and Sons, Inc., 1965. **(I, II)**

Heilbroner, Robert L. *The Worldly Philosophers,* revised edition. New York: Simon and Schuster, Inc., 1972. **(IV)**

Herber, Lewis. *Crisis in Our Cities. New Jersey: Prentice-Hall, Inc., 1965.* **(IV, V.)**

Higham, John. *Send These to Me: Jews and Other Immigrants in Urban America.* New York: Atheneum Publications, 1975. **(III)**

Hirsh, Werner Z. *Urban Life and Form.* New York: Holt, Rinehart and Winston, 1963. **(II)**

Hoag, Edwin. *American Cities: Their Historical and Social Development.* New York: J.B. Lippincott, 1969. **(I, II)**

Homesick? Try House Sense. New York: Housing Preservation Department of the City of New York, 1981. **(II)**

Hughes, Helen M., ed. *Cities and City Life.* Boston: Allyn and Bacon, Inc., 1970. **(III)**

Hunter, Floyd. *Community Power Structure,* 1969 edition. North Carolina: University of North Carolina Press, 1969. **(V)**

Jacobs, Jane. *The Death and Life of Great American Cities.* New York: Random House, Inc., 1961. **(II)**

Jacobs, Paul. *Prelude to Riot: A View of Urban America from the Bottom.* New York: Random House, Inc., 1968. **(III, IV)**

Jones, Emrys, and Van Zandt, Eleanor. *The City: Yesterday, Today and Tomorrow.* Garden City, N.Y.: Doubleday and Co., Inc., 1974. **(I, VII)**

Jones, Pamela. *Under the City Streets: A History of Subterranean New York.* New York: Holt, Rinehart and Winston, 1978. **(II)**

Kanter, Rosabeth M. *Commitment and Community: Communes and Utopias in Sociological Perspective.* Cambridge, Mass.: Harvard University Press, 1972. **(V)**

Klebanow, Diana, et al. *Urban Legacy: The Story of America's Cities.* New York: New American Library, 1977. **(I, VII)**

Lieberson, Stanley. *Patterns in American Cities.* New York: Free Press, 1962. **(III)**

Lipset, Seymour, and Bendix, Reinhard, eds. *Class, Status and Power,* revised edition. New York: Free Press, 1966. **(III)**

Liston, Robert A. *Downtown: Our Challenging Urban Problems.* New York: Dell Publishing Co., Inc., 1970. **(II, III, IV, V)**

Lowe, Jeanne R. *Cities in a Race with Time: Progress and Poverty in America's Renewing Cities.* New York: Random House, Inc., 1967. **(III, IV)**

Loewenstein, Louis, ed. *Urban Studies: An Introductory Reader.* New York: Free Press, 1971. **(I, V)**

Lynch, Hollis. *The Black Urban Condition: A Documentary History, 1866 — 1971.* New York: Thomas Y. Crowell Co., 1973. **(III)**

Lynch, Kevin. *The Image of the City.* Cambridge, Mass.: M.I.T. Press, 1960. **(II)**

McHarg, Ian L. *Design With Nature.* Garden City, N.Y.: Natural History Press, 1971. **(II)**

McKelvey, Blake. *American Urbanization: A Comparative History.* Glenview, Ill.: Scott, Foresman and Co., 1973. **(I, II, III, V)**

Miller, Zane L. *The Urbanization of Modern America: A Brief History.* New York: Harcourt Brace Jovanovich, Inc., 1973. **(I)**

Mohl, Raymond A., and Richardson, James F., eds. *The Urban Experience: Themes in American History.* Belmont, Calif.: Wadsworth Publishing Co., Inc., 1973. **(III, V, VI)**

Mumford, Lewis. *The City in History: Its Origins, Its Transformations, and Its Prospects.* New York: Harcourt Brace Jovanovich, Inc., 1968. **(I, II, III, V, VI, VII)**

_____. *The Urban Prospect.* New York: Harcourt Brace Jovanovich, Inc., 1969. **(V, VII)**

Murphy, Thomas, and Rehfuss, John. *Urban Politics in the Suburban Era.* Homewood, Ill.: Dorsey Press, 1976. **(V, VII)**

Newfield, Jack, and DuBrul, Paul. *The Abuse of Power*. New York: Penguin Books, Inc., 1977. **(IV, V, VII)**

Newman, Oscar. *Defensible Space: Crime Prevention through Urban Design*. New York: Macmillan Publishing Co., Inc., 1972. **(II)**

Osofsky, Gilbert. *Harlem: The Making of a Ghetto, Negro America*. New York: Harper and Row Publishers, Inc., 1966. **(III)**

Pierson, G.W. *The Moving American*. New York: Alfred A. Knopf, Inc., 1972. **(III)**

Ravitch, Diane. *The Great School Wars*. New York: Basic Books, Inc., 1974. **(III, V)**

Riis, Jacob. *How the Other Half Lives: Studies among the Tenements of New York*. Magnolia, Mass.: Peter Smith Publishing, Inc., 1959. **(III)**

Roebuck, Janet. *The Shaping of Urban Society: A History of City Forms and Functions*, second edition. New York: Charles Scribner's Sons, 1974. **(II, V, VII)**

Rubinstein, Jonathan. *City Police*. New York: Farrar, Straus, and Giroux, 1973. **(III, V)**

Schnore, Leo F., ed. *The New Urban History: Quantitative Explorations by American Historians*. Princeton, N.Y.: Princeton University Press, 1974. **(I, VII)**

Shomon, Joseph J. *Open Land for Urban America*. Baltimore: Johns Hopkins University Press, 1971. **(II)**

Skolnick, Jerome. *The Politics of Protest*. New York: Simon and Schuster, Inc., 1969. **(III, V)**

Strauss, Anselm. *Images of the American City*. New Brunswick, N.J.: Transaction Books, 1976. **(II)**

Taeuber, Karl E, and Taeuber, Alma F. *Negroes in Cities: Residential Segregation and Neighborhood Change*. New York: Atheneum Publications, 1969. **(III)**

Tager, Jack, and Goist, Park Dixon, eds. *The Urban Vision: Selected Interpretations of the Modern City*. Homewood, Ill.: Dorsey Press, 1970. **(I, II, VII)**

Trettan, Rudie W. *Cities in Crisis: Decay or Renewal*, second edition. New Jersey: Prentice-Hall, Inc., 1977. **(I, VII)**

Tunnard, Christopher, and Reed, Henry Hope. *American Skyline*. Boston: Houghton Mifflin Co., 1955. **(II)**

U.S. Government. *Report of the National Advisory Commission on Civil Disorders*. Washington, D.C.: U.S. Government Printing Office, 1968. **(III, IV)**

_____. *President Carter's Policy Statement for National Urban Policy*. Washington, D.C.: U.S. Government Printing Office, 1978. **(I, V, VII)**

Urofsky, Melvin I. *Perspectives on Urban America*. Garden City, N.Y.: Doubleday and Co., Inc., 1973. **(V)**

Vidich, Arthur J., and Bensman, Joseph. *Small Town in Mass Society: Class, Power, and Religion in a Rural Community*, revised edition. Princeton, N.J.: Princeton University Press, 1968. **(II, III, VI)**

_____. *Metropolitan Communities*. New York: New Viewpoints, 1975. **(I, VII)**

Wade, Richard, ed. *Cities in American Life*. Boston: Houghton Mifflin Co., 1971. **(I, II, III)**

Wakstein, Allen M., ed. *The Urbanization of America: An Historical Anthology*. Boston: Houghton Mifflin Co., 1970. **(I, V)**

Warner, Sam Bass, Jr. *Planning for a Nation of Cities*. Cambridge, Mass.: M.I.T. Press, 1966. **(V, VII)**

Weaver, Robert C. *Dilemmas of Urban America*. Cambridge, Mass.: Harvard University Press, 1965. **(V, VII)**

White, Morton, and White, Lucia. *The Intellectual Versus the City: From Thomas Jefferson to Frank Lloyd Wright*. New York: Oxford University Press, Inc., 1977. **(I, V)**

Wildavsky, Aaron. *Speaking Truth to Power: The Art and Craft of Policy Analysis*. Boston: Little, Brown and Co., 1979. **(V)**

Wilsher, Peter, and Righter, Rosemary. *The Exploding Cities*. New York: Times Books, 1977. **(III, V)**

Wilson, James Q., ed. *The Metropolitan Enigma: Inquiries into the Nature and Dimensions of America's Urban Crisis*, revised edition. Cambridge, Mass.: Harvard University Press, 1968. **(III, IV, V, VII)**